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ABSTRACT

The Illinois Experience-Based Career Education (EBCE) Project was evaluated to (1) assess the achievement of project objectives, (2) determine factors enabling or precluding their accomplishment, and (3) promote the diffusion of successful aspects. The project sought to implement, evaluate, and diffuse EBCE models and materials developed by the Far West Educational Laboratory and Northwest Regional Educational Laboratory into three diverse school districts. Student outcomes were demonstration of positive growth in affective dimensions and on the career education/guidance needs continuum. Evaluations, site-specific and with varying emphases, were initiated at the Decatur, Joliet, and Sycamore sites. Students and parents responded to these evaluative measures: student follow-up, beginning and end of year questionnaire (students) or pre and post student attitudes and plans, pre and post self observation scale (students and parents), pre and post career guidance needs index survey (students and parents), on-site structured student interviews, and dropout/early leaver structured interviews. The statewide project benefited from the efforts and interest of state and local staff and excellent support and leadership from Research and Development, Department of Adult, Vocational and Technical Education. Data analysis and interpretation indicate satisfactory achievement of objectives. (Tables and evaluation measures are included.) (YLB)

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FINAL REPORT

THIRD-PARTY OBJECTIVE EVALUATION

OF THE

ILLINOIS EXPERIENCE-BASED CAREER EDUCATION PROJECT

Project Number: 498AH80064
Grant Number: G057600215
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DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION
Springfield, Illinois

- THIRD PHASE -

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EDUCATIONAL MANAGEMENT SERVICES, INC.
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December 31, 1979

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TABLE OF CONTENTS

SECTION		PAGE
(1)	COVER PAGE	(1)
(2)	TITLE PAGE	(2)
(3)	TABLE OF CONTENTS	(3)
(4)	LIST OF TABLES AND ILLUSTRATION	(4)
(5)	SUMMARY OF THE REPORT	(5) Pg. 1
	5a. TIME PERIOD COVERED	(5) Pg. 1
	5b.1 GOALS AND OBJECTIVES OF THE EVALUATION	(5) Pg. 1
	5b.2 GOALS AND OBJECTIVES OF THE PROJECT	(5) Pg. 2
	5b.3 LIMITATIONS TO THE STUDY DESIGN	(5) Pg. 2
	5c. RESULTS: ACCOMPLISHMENTS	(5) Pg. 3
	5d. EVALUATION	(5) Pg. 3
	5e. CONCLUSIONS AND RECOMMENDATIONS	(5) Pg. 7
(6)	DATA ANALYSIS AND FINDINGS OF THE EBCE THIRD-PARTY EVALUATION	(6) Pg. 1
	6a. ACCOMPLISHMENTS	(6) Pg. 1
	6b. MAJOR ACTIVITIES AND EVENTS	(6) Pg. 3
	6c. PROBLEMS/LIMITATIONS TO THE STUDY	(6) Pg. 6
	6d. PUBLICITY ACTIVITIES	(6) Pg. 8
	6e. DISSEMINATION ACTIVITIES	(6) Pg. 8
	6f. DATA COLLECTION AND EVALUATION	(6) Pg. 8
	6f.1 THE PROJECT'S DECATUR EBCE SITE	(6) Pg. 9
	6.f.1.1 1978 Decatur Student Follow-Up of 1978 and 1977 Program Graduates	(6) Pg. 11
	6.f.1.2 Application Form and End of Year Questionnaire Data	(6) Pg. 18

SECTION		PAGE
6.f.1.3	Self Observation Scale: Parent and Student Ratings	(6) Pg. 27
6.f.1.4	Career Guidance Needs Index Survey	(6) Pg. 31
6.f.1.5	Structured Student Interview Data	(6) Pg. 38
6.f.1.6	Phone Interview Data on Early Leavers/Dropouts	(6) Pg. 41
6f.2	THE PROJECT'S JOLIET EBCE SITE	(6) Pg. 43
6.f.2.1	1978 Joliet Student Follow-Up of 1978 and 1977 Program Graduates	(6) Pg. 45
6.f.2.2	Pre/Post Student Attitudes and Plans	(6) Pg. 51
6.f.2.3	Pre and Post Self Observation Scale	(6) Pg. 61
6.f.2.4	Career Guidance Needs Index Survey	(6) Pg. 61
6.f.2.5	On-Site Structured Student Interviews	(6) Pg. 73
6.f.2.6	Dropout/Early Leaver Structured Interviews	(6) Pg. 75
6f.3	THE PROJECT'S SYCAMORE EBCE SITE	(6) Pg. 76
6.f.3.1	1978 Sycamore Student Follow-Up of 1978 and 1977 Program Graduates	(6) Pg. 78
6.f.3.2	Pre and Post Student Attitudes and Plans	(6) Pg. 81
6.f.3.3	Pre/Post Self Observation Scale	(6) Pg. 90
6.f.3.4	Career Guidance Needs Index Survey	(6) Pg. 95
6.f.3.5	Structured Student Interviews	(6) Pg. 106
6.f.3.6	Dropout/Early Leaver Interviews	(6) Pg. 107
6.f.3.7	Locally Directed Evaluation	(6) Pg. 107

SECTION		PAGE
	6f.4 THE STATEWIDE ILLINOIS PROJECT	(6) Pg. 110
	6.f.4.1 Staffing and Management	(6) Pg. 110
	6.f.4.2 Support of Project's EBCE Sites	(6) Pg. 110
	6.f.4.3 Progress Toward Objectives	(6) Pg. 111
	6g. STAFF EMPLOYMENT AND UTILIZATION	(6) Pg. 128
	6h. STAFF DEVELOPMENT	(6) Pg. 128
	6i. CONCLUSIONS	(6) Pg. 129
(7)	APPENDICES	(7) Pg. 1
	APPENDIX A - Self Observation Scale, Parent Form	(7) Pg. 3
	- Self Observation Scale, Student Form	(7) Pg. 6
	APPENDIX B - Career Guidance Needs Index Survey	(7) Pg. 9
	APPENDIX C - EBCE Student Follow-Up Form	(7) Pg. 12
	APPENDIX D - EBCE Student Case Study Interview Form	(7) Pg. 15
	APPENDIX E - Dropout/Early Leaver Interview Form	(7) Pg. 19

4. LIST OF TABLES AND ILLUSTRATIONS

Table/Exhibit	Item	Page
	Decatur Program - General Characteristics of the EBCE Student Population: Grade Level, Sex, and Ethnic Origin	(6) page 10
Table 6.f.1.1	Follow-Up Survey - Decatur EBCE Participants, First/Second Years of EBCE - Student Post-secondary Activities - 1978 Fall Follow-Up	(6) page 12
Table 6.f.1.2	Student Perceptions of Career Education Guidance Received From High School Staff - 1978 Fall Follow-Up	(6) page 13
Table 6.f.1.3	Student Assessment of Selected EBCE Outcomes - 1978 Follow-Up	(6) page 15
Table 6.f.1.4	Student Assessment of High School Needs and Persons Who Provided Guidance or General Assistance - 1978 EBCE Student Follow-Up	(6) page 16
Table 6.f.1.5	Decatur End of Year Questionnaire - Plans One Year After High School	(6) page 19
Table 6.f.1.6	Decatur End of Year Questionnaire - Occupational or Educational Status After High School	(6) page 20
Table 6.f.1.7	Decatur End of Year Questionnaire - Overall Student Evaluations of School Experiences	(6) page 21
Table 6.f.1.8	Decatur End of Year Questionnaire - Identification of Ways EBCE or School Program Assisted Student	(6) page 23
Table 6.f.1.9	Decatur End of Year Questionnaire - Degree of Assistance Received Specific to School Program Objectives	(6) page 24
Table 6.f.1.10	Decatur End of Year Questionnaire - Student Knowledge of Specific Working Facts	(6) page 26
Exhibit 6.f.1.1	Decatur EBCE Student Job Interests; Decatur Control Student Job Interests	(6) page 28
Table 6.f.1.11	Decatur End of Year Questionnaire - Student Awareness of Jobs Previously Preferred Now Not Interested; Reasons for Changing Their Preferred Job	(6) page 29

Table/Exhibit	Item	Page
Table 6.f.1.12	Mean Ratings and Significance Levels on the Student Self Observation Scale	(6) page 30
Table 6.f.1.13	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling About People Who Have Assisted Them in Career Planning	(6) page 32
Table 6.f.1.14	Decatur EBCE Student Rating of Quality of Assistance Given Specific to a Particular Need Area: Pre-Test Results	(6) page 34
Table 6.f.1.15	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling on Degree of Guidance Needs at Pre-Testing	(6) page 35
Table 6.f.1.16	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling About Career Need Areas and the Degree to Which the Need is Being Met	(6) page 36
Table 6.f.1.17	Mean Difference Ratings Given to Specific Career Guidance Needs Indices - Decatur Pre-Post Analyses	(6) page 39
	Joliet Program - General Characteristics of the EBCE Student Population: Grade Level, Sex, and Ethnic Origin	(6) page 44
Table 6.f.2.1	Follow-Up Survey - Joliet EBCE Participants, First/Second Years of EBCE - Student Post-secondary Plans - 1978 Fall Follow-Up	(6) page 46
Table 6.f.2.2	Follow-Up Survey - Joliet EBCE Participants, First/Second Years of EBCE - Student Perceptions of Career Education Guidance Received From High School Staff - 1978 Fall Follow-Up	(6) page 47
Table 6.f.2.3	Follow-Up Survey - Joliet EBCE Participants, First/Second Years of EBCE - Student Assessment of Selected EBCE Outcomes - 1978 Follow-Up	(6) page 48
Table 6.f.2.4	1978 EBCE Student Follow-Up - Student Assessment of High School Needs and Persons Who Provided Guidance or General Assistance	(6) page 49
Table 6.f.2.5	Attitudes/Plans Survey - Joliet - Student Postsecondary Plans, One and Five Years - Joliet Pre-Assessment	(6) page 52

Table/Exhibit	Item	Page
Table 6.f.2.6	Attitudes/Plans Survey - Joliet - Student Postsecondary Plans, One and Five Years - Joliet Post-Assessment	(6) page 53
Table 6.f.2.7	Attitudes/Plans Survey - Joliet - Student Postsecondary Program Selections - Joliet Pre-Assessment	(6) page 54
Table 6.f.2.8	Attitudes/Plans Survey - Joliet - Student Postsecondary Program Selections - Joliet Post-Assessment	(6) page 55
Table 6.f.2.9	Attitudes/Plans Survey - Joliet - Student Perceptions of Learner Outcomes and Applied Knowledge - Joliet Pre-Assessment	(6) page 57
Table 6.f.2.10	Attitudes/Plans Survey - Joliet - Student Perceptions of Learner Outcomes and Applied Knowledge - Joliet Post-Assessment	(6) page 58
Table 6.f.2.11	Attitudes/Plans Survey - Joliet - Student Attitudes Toward the Regular High School Program - Joliet Pre-Assessment	(6) page 59
Table 6.f.2.12	Attitudes/Plans Survey - Joliet - Student Attitudes Toward the Regular High School Program - Joliet Post-Assessment	(6) page 60
Table 6.f.2.13	Mean Ratings and Significance Levels on the Student Self Observation Scale as Rated by Students and Parents - Joliet EBCE Versus Joliet Control	(6) page 62
Table 6.f.2.14	Career Education and Guidance Needs Survey Pre-Test - Student Feeling About People Who Have Assisted Them in Career Planning - Joliet EBCE	(6) page 64
Table 6.f.2.15	Career Education and Guidance Needs Survey Pre-Test - Student Feeling About People Who Have Assisted Them in Career Planning - Joliet Control	(6) page 65
Table 6.f.2.16	Career Education and Guidance Needs Survey Pre-Test - Student Feeling on Degree of Guidance Needs at Pre-Testing - Joliet EBCE	(6) page 67
Table 6.f.2.17	Career Education and Guidance Needs Survey Pre-Test - Student Feeling on Degree of Guidance Needs at Pre-Testing - Joliet Control	(6) page 68

Table/Exhibit	Item	Page
Table 6.f.2.18	Career Education and Guidance Needs Survey Pre-Test - Student Feeling About Career Need Areas and the Degree to Which the Need is Being Met - Joliet EBCE	(6) page 69
Table 6.f.2.19	Career Education and Guidance Needs Survey Pre-Test - Student Feeling Abouth Career Need Areas and the Degree to Which the Need is Being Met - Joliet Control	(6) page 70
Table 6.f.2.20	Mean Difference Ratings Given to Specific Career Guidance Needs Indices - Joliet Pre-Post Analyses	(6) page 71
	Sycamore Program - General Characteristics of the EBCE Student Population: Grade Level, Sex, and Ethnic Origin	(6) page 77
Table 6.f.3.1	Follow-Up Survey - Sycamore EBCE Participants, First/Second Years of EBCE - Student Post-secondary Plans - 1978 Fall Follow-Up	(6) page 79
Table 6.f.3.2	Follow-Up Survey - Sycamore EBCE Participants, First/Second Years of EBCE - Student Perceptions of Career Education Guidance Received From High School Staff - 1978 Fall Follow-Up	(6) page 80
Table 6.f.3.3	Follow-Up Survey - Sycamore EBCE Participants, First/Second Years of EBCE - Student Assessment of Selected EBCE Outcomes - 1978 Follow-Up	(6) page 82
Table 6.f.3.4	1978 EBCE Student Follow-Up - Student Assessment of High School Needs and Persons Who Provided Guidance or General Assistance	(6) page 83
Table 6.f.3.5	Attitudes/Plans Survey - Sycamore - Student Postsecondary Plans, One and Five Years - Sycamore Pre-Assessment	(6) page 86
Table 6.f.3.6	Attitudes/Plans Survey - Sycamore - Student Postsecondary Plans, One and Five Years - Sycamore Post-Assessment	(6) page 87
Table 6.f.3.7	Attitudes/Plans Survey - Sycamore - Student Postsecondary Program Selections - Sycamore Pre-Assessment	(6) page 88
Table 6.f.3.8	Attitudes/Plans Survey - Sycamore - Student Postsecondary Program Selections - Sycamore Post-Assessment	(6) page 89

Table/Exhibit	Item	Page
Table 6.f.3.9	Attitudes/Plans Survey - Sycamore - Student Perceptions of Learner Outcomes and Applied Knowledge - Sycamore Pre-Assessment	(6) page 91
Table 6.f.3.10	Attitudes/Plans Survey - Sycamore - Student Perceptions of Learner Outcomes and Applied Knowledge - Sycamore Post-Assessment	(6) page 92
Table 6.f.3.11	Attitudes/Plans Survey - Sycamore - Student Attitudes Toward the Regular High School Program - Sycamore Pre-Assessment	(6) page 93
Table 6.f.3.12	Attitudes/Plans Survey - Sycamore - Student Attitudes Toward the Regular High School Program - Sycamore Post-Assessment	(6) page 94
Table 6.f.3.13	Mean Ratings and Significance Levels on the Student Self Observation Scale as Rated by Students and Parents - Sycamore EBCE Versus Sycamore Control	(6) page 96
Table 6.f.3.14	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling About People Who Have Assisted Them in Career Planning - Sycamore EBCE	(6) page 98
Table 6.f.3.15	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling About People Who Have Assisted Them in Career Planning - Sycamore Control	(6) page 99
Table 6.f.3.16	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling on Degree of Guidance Needs at Pre-Testing - Sycamore EBCE	(6) page 100
Table 6.f.3.17	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling on Degree of Guidance Needs at Pre-Testing - Sycamore Control	(6) page 101
Table 6.f.3.18	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling About Career Need Areas and the Degree to Which the Need is Being Met - Sycamore EBCE	(6) page 102
Table 6.f.3.19	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling About Career Need Areas and the Degree to Which the Need is Being Met - Sycamore Control	(6) page 103

Table/Exhibit	Item	Page
Table 6.f.3.20	Mean Difference Ratings Given to Specific Career Guidance Needs Indices - Sycamore Pre-Post Analyses	(6) page 104
Exhibit 6.f.4.1	Absenteeism Rates for Each EBCE Project Site by Grade History	(6) page 112
Table 6.f.4.1	Follow-Up Survey - EBCE Participants First/ Second Years of EBCE, All Sites - Student Postsecondary Plans - 1978 Fall Follow-Up	(6) page 114
Table 6.f.4.2	Follow-Up Survey - EBCE Participants First/ Second Years of EBCE, All Sites - Student Perceptions of Career Education Guidance Received from High School Staff - 1978 Fall Follow-Up	(6) page 115
Table 6.f.4.3	Follow-Up Survey - EBCE Participants First/ Second Years of EBCE, All Sites - Student Assessment of Selected EBCE Outcomes - 1978 Follow-Up	(6) page 116
Table 6.f.4.4	1978 EBCE Student Follow-Up - Student Assessment of High School Needs and Persons Who Provided Guidance or General Assistance - Total Sample	(6) page 117
Table 6.f.4.5	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling About People Who Have Assisted Them in Career Planning - EBCE Students	(6) page 121
Table 6.f.4.6	Career Education and Guidance Needs Survey - Post-Test - Student Feeling About People Who Have Assisted Them in Career Planning - EBCE Students	(6) page 123
Table 6.f.4.7	Career Education and Guidance Needs Survey - Pre-Test - Student Feeling About People Who Have Assisted Them in Career Planning - Control Students	(6) page 124
Table 6.f.4.8	Career Education and Guidance Needs Survey - Post-Test - Student Feeling About People Who Have Assisted Them in Career Planning - Control Students	(6) page 125
Table 6.f.4.9	Mean Difference Ratings Over Time Given to Specific Career Guidance Needs Indices - EBCE Versus Control: Pre/Post Analyses	(6) page 126

Table/Exhibit	Item	Page
Appendix A	Self Observation Scale: Parent Form; Student Form	(7) page 2
Appendix B	Career Guidance Needs Index Survey	(7) page 8
Appendix C	EBCE Student Follow-Up Form	(7) page 11
Appendix D	EBCE Student Case Study Interview Form	(7) page 14
Appendix E	Dropout/Early Leaver Interview Form	(7) page 18

5. SUMMARY OF THE REPORT

This summary of the report has been prepared to abstract and highlight the Third-Party Objective Evaluation of the Illinois Project in Experience-Based Career Education. Included are sections which discuss the goals and objectives of the project, the project procedures, and project results and accomplishments. Final sections discuss evaluation of the project and conclusions/recommendations based on evaluation findings. These sections relate to the (combined) Illinois Project in Experience-Based Career Education as well as the project activities at the three demonstration sites: Decatur, Joliet, and Sycamore.

5a. TIME PERIOD COVERED

The time period covered in this report is the period October 1, 1978-September 30, 1979.

5b.1 GOALS AND OBJECTIVES OF THE EVALUATION

The major goal of this Third-Party Objective Evaluation project was to provide documentation in several areas of the operation of the Illinois Experience-Based Career Education Project, including project management, program development/inservicing activities, and student outcome measures.

The objectives of the third-party evaluation were developed in the context of this exemplary project and the U.S.O.E. document, Draft Guidelines for the Evaluation of Career Education Programs, dated August 15, 1974. They were three-fold:

1) *to determine the extent to which the objectives of the project have been accomplished;*

2) *to determine what factors either enabled or precluded the accomplishment of these objectives; and*

3) *to promote the inclusion of the successful aspects of the project into other ongoing projects.*

The evaluation efforts were to be both formative (process-oriented) and summative (product-oriented).

The evaluation design has been based upon three types of activities: assembly of instrumentation; assessment of the status of the program; and measurement of student outcomes. Evaluation strategies, including instruments, developed during the past five years by the EBCE programs at the Far West Laboratory and at the Northwest Regional Education Laboratory have been utilized whenever possible.

5b.2 GOALS AND OBJECTIVES OF THE PROJECT

Primary Process Objective

This project had as its major objective the implementation, evaluation, and diffusion of Experience-Based Career Education (EBCE). To accomplish this objective, three Illinois school districts of varying student enrollment sizes and demographic characteristics integrated the EBCE models and materials as developed by the Far West Educational Laboratory and Northwest Regional Education Laboratory into their secondary curricula. These three Illinois school districts are Decatur Schools District 61, Joliet Township High Schools District 204, and Sycamore High School District 427.

Primary Learner Outcomes

Affective:

EBCE students will demonstrate positive growth in the affective dimensions of self-reliance, independent learning, interacting with adults, realistic thinking, and ability to plan, as evidenced by: 1) a significant gain score across independent raters over that of a control group of matched ranked students on the behavioral self-observation scale; and 2) documented observational growth in the longitudinal case studies.

Career Development/Growth:

EBCE students will demonstrate positive growth on the career education/guidance needs continuum --

- -- Assessing Self.
- -- Making Decisions and Educational Plans.
- -- Making Post High School Plans.
- -- Developing Career Awareness.
- -- Planning Careers and Finding Jobs.

as evidenced by: 1) a significant mean gain score toward the upper end of the continuum over that of a control group of matched ranked students.

5b.3 LIMITATIONS TO THE STUDY DESIGN

Conclusions regarding the circumstances of program continuation and/or program modification are made, in both summative and formative form, without the benefit of utilizing a "pure" or experimental research design. There are some who take issue with any research document that attempts to draw inferences from data unless statistical criteria can be applied. While, in the writer's opinion, the appropriateness of applying a "pure" or experimental research design to school-based programs can be legitimately argued, the point that needs to be made specific to this study is that the intent of the report was evaluative and descriptive rather than scientific in nature. In other words, the writer is differentiating between the

intent of "research papers" (scientific designs) and "program evaluations" (field research). The complexities of researching program impact, when the program operates within and concurrent with other school programs, are endless and often belie timely research -- i.e., findings on which to base program modifications, etc. The type of research reported here sought rather to reflect a sense of reality by accurately "perceiving" audience reaction to and impact by the program. This form of evaluative research documents observations, judgements, and perceptions, searching for common threads, misconceptions, inconsistencies, etc., in order to define the realities surrounding the existence of the program and its immediate and broad environment. The strength of field research and of this effort in particular lies in: 1) the large amount of data collected; 2) the range of audiences and participants included in the assessment process; and, 3) the numerous strategies utilized to validate, interpret, and further study the findings of import.

Thus, the reader is encouraged to peruse this document from other than a scientific research vantage point and to seek from it first, the perceptions of reality that can serve as a basis for program modification and second, the perceptions which require further and more in-depth study in order to "know" the temporal realities of EBCE program operation, its immediate and projected areas of effect.

5c. RESULTS: ACCOMPLISHMENTS

Each of the three districts implemented an adaptation of the Far West and Northwest Educational Models of EBCE suitable to their district and regional needs. Project staff in the process of adapting EBCE were careful to maintain the integrity of the EBCE concepts and principles. Participation levels were appropriate within the constraints of budget and staff time allocations.

Both local and third-party evaluative efforts were realistic, appropriate, and sound; the wealth of data and concern evidenced by state and local EBCE staff for self-evaluation supports this contention.

Diffusion was a strong emphasis for year III. Project directors typically spent greater than one-third of their time in dissemination and training activities to other school districts. All three facets of the primary process objective were satisfactorily managed and operated.

5d. EVALUATION

The statewide evaluation of EBCE program activities dealt mainly with student specific outcomes together with monitoring programmatic change and directional orientations. It is important to note that all three respective EBCE staffs spent greater than one-third of their time in disseminating EBCE concepts and program activities. Their work in the area of dissemination has been and will likely

continue to be commendable. In addition, numerous information-sharing newsletters were developed by EBCE staff. Of critical importance were the teacher training and re-training options provided through EBCE efforts. Many teachers/faculty participated in EBCE education courses. It would be worthwhile to survey these participants in order to ascertain any subsequent class activity modification.

As regards the assessment of learner outcomes and characteristics, the following statements serve to summarize statewide findings.

Student Component:

Attendance - While student absenteeism rates accelerate by grade level and EBCE students were absent more frequently than non-EBCE students, the data indicate that EBCE participation may have slowed absenteeism but probably did not significantly lower absenteeism.

1977 and 1978 Graduates - Follow-up data provided these conclusions:

- *Compared to high school teachers or counselors, EBCE coordinators and resources were credited with quality career guidance and planning help to students. High school teachers/counselors offer students minimal assistance while the assistance received from EBCE coordinators was considered extensive.*

- *Students found EBCE more enjoyable than regular school, would elect to participate in EBCE again, reported more confidence in planning and decision-making skills and more effective means of communicating with adults. (Relatively, the learner outcome/contacting adults received the most positive response.)*

- *The skills listed on the guidance needs index were generally rated as highly important for high school emphasis in the curricula; in other words, students reported strong career education and guidance needs while in high school.*

- *The following guidance needs were rated as particularly important:*

  . *Understanding my abilities, interests, values.*

  . *Knowing my strengths/weaknesses.*

  . *Learning how to make decisions and set educational goals.*

  . *Becoming aware of career training in my high interest areas.*

  . *Knowing more about possible careers and the world of work.*

  . *Selecting courses appropriate to my educational goals, interests and abilities.*

- *Parents were credited with assisting the students in areas of personal growth counseling while EBCE staffs were credited*

(exclusively) with assisting students in career planning, knowledge of work and career exploration skills. Frequently twice as many students (and in some cases, three times as many students) reported that EBCE rather than school counselors assisted them in the career guidance areas.

- *In summary, non-participating students graduate with strong unmet career guidance needs.*

Pre-Assessment Data - Pre-assessment data provided these findings:

- *EBCE and control students reported similar needs at pre testing and apparently represent comparable cohorts of students, i.e., strong self-assessment and guidance needs.*

- *EBCE and control students are aware of the counseling or guidance services available but fifty percent of the students do not opt to consult these services, i.e., existing guidance services do not serve students in the areas of decision-making, career guidance, and planning.*

- *Students tend to enroll in EBCE for a career knowledge broadening emphasis (i.e., finding out about work, working, and exploring careers) as opposed to more process related outcomes such as improving their decision-making skills or their planning skills. The main positive outcomes or effects of EBCE, however, deal with the latter process skills.*

Case Study Interview Data - These findings are supported by the case studies on selected students:

- *Students unequivocally reported that EBCE actually taught them how to plan and that they held few of these skills prior to participating in EBCE.*

- *Contrary to the students' express purpose in enrolling in EBCE, i.e., to study/explore work and careers, students report learning a process of investigation as opposed to a broader knowledge of careers.*

- *From the case study investigation, it appears that students do not broaden or expand their knowledge/cognition of careers and jobs and the world of work in general. The program does increase knowledge of the importance of certain job seeking and job keeping attitudes.*

- *While the following conclusion depends in part on the project site, generally EBCE enables students to find out if their predetermined interest areas are still of interest or can be discounted. The program is less able to help students to systematically develop new applicable interest areas for exploration.*

- *Students with less certain or no strong career orientations (interests) seemed to benefit more from group discussions on careers and shared time experiences with other students.*

- *In contrast, students with stronger career orientations (interests) preferred the independence and benefited positively from experiencing on-the-job situations.*

- *For both types of students, the strengths of the EBCE program lies in the experiential emphasis. How the experiential activities are stimulated or reinforced (group or individual basis) affects the degree and quality of impact on students.*

Dropout Data - Based on thirty phone interviews with EBCE dropouts or students who selected not to re-enroll at the semester, these findings are dominant:

- *Students generally dislike EBCE because of the paperwork or the tasks that required self-initiation. These students frequently reported that they would like more group interaction.*

- *Students who left the program early often did so because they were misinformed about the program intent, i.e., they thought they were going to get employment through EBCE.*

- *Other predominant reasons for leaving early included:*

  . *disliking to contact adults;*

  . *unable to identify areas of interest for study, i.e., program was unable to stimulate occupational interest in students; and*

  . *personality conflicts with EBCE coordinators.*

Student Growth Measures

- *On the Career Guidance Needs Index survey last fall, EBCE and control students reported receiving minimal career guidance assistance from school staff. At post testing in the spring, EBCE students reported the receipt of valuable career guidance with significantly more students receiving career guidance help. EBCE students reported that the range of career guidance services were not only available and accessible but were "very helpful." On the contrary, more control students at post testing reported that career guidance services were not available. In addition, when control students received assistance they rated the assistance less favorably at post testing than at pre testing. Over one-third of the control students reported that they did not seek out career guidance at pre or post testing reportage. To summarize, EBCE students reported the receipt of quality and timely career guidance services (save in job placement which was not seen as a high area of needed assistance) while the control students were highly critical of the quality and quantity of assistance offered through their respective high school guidance services.*

- *In regards to specific attitudinal changes, it was clear from the student "t" test that greater growth (change) took place*

for EBCE students than for control students. Statistically significant growth was evidenced for EBCE students specific to these needs statements:

- *To understand my abilities, interests, and values.*
- *To know more about my strengths and weaknesses.*
- *To know how the courses I am taking relate to my plans after high school.*
- *To know about financial aid for education after high school.*
- *To become aware of educational alternatives after high school.*
- *To know more about possible careers in the world of work.*
- *To do an in-depth exploration of jobs which relate to my interests/abilities.*
- *To have actual on-the-job experience, to know what it is like to be employed.*

- *The significance of the change lies in the fact that EBCE students reported fewer needs in the Career Guidance areas. Control students evidenced a statistically significant change on only one item: to become more aware of educational alternatives after high school. Furthermore, in two cases at post testing the control students reported a higher needs index; these were:*

  - *To learn how to make decisions and set educational goals.*
  - *To become more aware of career training offered in my high interest areas.*

  Thus, students not served by EBCE report a higher need level at graduation for specific yet highly critical elementary and basic career guidance skills, e.g., making decisions, setting goals, understanding one's career and training options, etc.

5e. *CONCLUSIONS AND RECOMMENDATIONS*

The EMS research team, in its best judgement, is able to confirm the belief that EBCE is a viable and effective delivery system which can motivate students to take responsibility for their actions and future life direction. Furthermore, EBCE produces students who are significantly more confident in analyzing and developing their career plans by utilizing real world experiences with the mature working population as their personal resource. The strength of the program appears to lie in the experiential emphasis of the program. This dimension should be even more strongly emphasized in terms of staff and money allocation. The program

should be seen as larger than any or all vocational programs and hence to avoid stereotyping the program, districts should avoid housing the program in the vocational education departments or sections.

Most students unequivocally obtain a "learning process" of inquiry, research, self-examination, outreach, and use of community resouces which cannot be typically effected by traditional educationally delivery system.

Of greatest interest was the finding that EBCE clearly interacts with and changes a student's level of career guidance needs and generally promotes the student upward on the career planning continuum.

Given EBCE can be infused into all subject areas or applied to any occupational pursuit, EMS recommends creating EBCE as a primary career guidance delivery system. If EBCE is to be treated as a program, it needs to be seen as a subject matter or discipline unto itself and treated as a self-contained part of the high school curriculum. EBCE, preferably, should exist in each high school to avoid intra-school competition for state reimbursement. Student mobility is essential to community utilization and hence needs consideration in planning the program (i.e., 9th-10th grades typically lack transportation). Strong administrative commitment to EBCE is needed if the teaching faculty and guidance staff are to support a program which transforms the concept of teaching from "teachers" who once were proprietors of knowledge to "teachers" who become custodians of knowledge, and which broadens the source of knowledge to the community at large.

6. DATA ANALYSIS AND FINDINGS OF THE EBCE THIRD PARTY EVALUATION

This chapter of the report provides a comprehensive discussion on the evaluation performed at Decatur, Joliet, and Sycamore sites. Included are discussions of problem background, goals and objectives of the project, general project design, and previous reporting. The primary sections provide a discussion of project impact and analyses of the data accrued and findings formulated as result of the evaluation procedures.

The time period covered in this report includes the period October 1, 1978 - September 30, 1979.

6(a) ACCOMPLISHMENTS

- Problem Background

The Department of Adult, Vocational and Technical Education, Illinois Office of Education, was awarded a grant from the U.S. Office of Education in Fall, 1976, to conduct an Experience-Based Career Education Project using funds from Part D, Section 142(c) of VEA 1968.

This project had, as its major objective, the implementation, evaluation, and diffusion of Experience-Based Career Education (EBCE). To accomplish this objective, three Illinois school districts of varying student enrollment sizes and demographic characteristics integrated the EBCE models and materials as developed by the Far West Educational Laboratory and Northwest Regional Education Laboratory into their secondary curricula. These three Illinois school districts are Decatur School District 61, Joliet Township High Schools District 204, and Sycamore High School District 427.

The grant, initially planned as a three-year project, has been renegotiated annually; project continuation depended upon availability of funds and on the extent to which the grantee agency experienced success in achieving the objectives of the project. The Rules and Regulations, establishing the legal requirements under which the project was operated, read:

> "Each program or project proposal shall include an evaluation plan to be carried out by a third party for the purpose of evaluating the effectiveness of the program or project. Such a plan shall describe the steps by which the grantee will:
>
> 1) determine the extent to which the objectives of the program or project have been accomplished;

2) determine what factors either enabled or precluded the accomplishment of these objectives; and

3) promote the inclusion of the successful aspects of the program or project into vocational education programs supported with funds other than those provided under the grant." (Section 103.24(d), F.R. Vol. 39, No. 159)

Accordingly, the Department of Adult, Vocational and Technical Education, Illinois Office of Education (DAVTE/IOE) selected, through the RFP process, Educational Management Services, Inc. (EMS) to perform a third-party objective evaluation during each of the three years of project operation.

- Goals and Objectives of the Evaluation

The major goal of the Third-Party Objective Evaluation project was to provide documentation in several areas of the operation of the Illinois Experience-Based Career Education Project, including project management, program development/inservicing activities, and student outcome measures.

The objectives of the third-party evaluation were developed within the context of the exemplary nature of the project and the U.S.O.E. document, Draft Guidelines for the Evaluation of Career Education Programs, dated August 15, 1974. They were three-fold:

1) to determine the extent to which the objectives of the project have been accomplished;

2) to determine what factors either enabled or precluded the accomplishment of these objectives; and

3) to promote the inclusion of the successful aspects of the project into other on-going projects.

The evaluation efforts were to be both formative (process-oriented) and summative (product-oriented).

The evaluation activities were based upon three types of tasks: assembly of instrumentation; assessment of the status of the program; and measurement of student outcomes. Evaluation strategies, including instruments, which were developed during the past five years by the EBCE Programs at the Far West Laboratory and at the Northwest Regional Laboratory were utilized in various stages of this three-year evaluation whenever possible. These strategies emphasized linkages between process and outcome objectives.

- Previous Reporting

Prior to this report, the Illinois Project in Experience-Based Career Education (Third Phase) received the First and Second-Year End Evaluation Reports, dated September 30, 1977

and 1978 respectively. Numerous quarterly reports have been submitted, addressing the following topics:

- Period Covered
- Major Activities and Accomplishments During This Period
- Significant Findings and Events
- Problems
- Data Collection
- Progress on Evaluation Plans and Procedures
- Staff Utilization
- Future Activities Planned for the Next Reporting Period

This report serves as an evaluation summary for the project's third year of operation, both as a total (statewide) project, as well as with respect to its operation at the Decatur, Joliet, and Sycamore sites.

6(b) MAJOR ACTIVITIES AND EVENTS

Overviews of the project were available, having been prepared by the Department of Adult, Vocational and Technical Education, Illinois Office of Education, as well as by the Experience-Based Career Education staffs at Decatur, Joliet, and Sycamore. In addition, discussions were held regarding local evaluation needs for 1978-79, at each of the three sites, in an attempt to provide a consolidation of evaluation efforts. EMS, as the third-party evaluator, has provided technical assistance relating to the internal evaluation efforts at the three EBCE sites, and also assisted in the consolidation of results of both internal and external evaluations, thus serving as coordinator of all evaluation efforts for this statewide project.

The major steps of the Third-Party Evaluation Process utilized were based upon those suggested in the document, Draft Guidelines for the Evaluation of Career Education Programs, August 15, 1974:

1) Prepare Program Overviews (Completed by Project Directors);
2) Formulate Evaluation Questions;
3) Specify Design;
4) Specify Data Sources;
5) Select or Develop Instruments;
6) Prepare Data Analysis Plan;
7) Prepare Data Collection Plan;
8) Finalize Design and Prepare Reporting Plan;
9) Implement Data Collection Plan;
10) Analyze Data; and
11) Report Findings.

The evaluation plan was designed to provide a comprehensive yet flexible evaluation of the Illinois Project in Experience-Based Career Education. A general evaluation design was specified to be applied to all three demonstration sites, as outlined in the project proposal. However, the three school districts vary somewhat in terms of their respective activites related to experience-based career education. Thus, the generalized design was modified to serve all three of the sites at Decatur, Joliet, and Sycamore.

- Goals and Objectives of the Project

Based on numerous discussions with State and Project Staff, a consensus was reached regarding the anticipated learner outcomes. The outcomes specified can be categorized in the affective domain and in the career development domain.

Affective:

EBCE students will demonstrate positive growth in the affective dimensions of self-reliance, independent learning, interacting with adults, realistic thinking, and ability to plan, as evidenced by: 1) a significant gain score across independent raters over that of a control group* of matched ranked students on the behavioral self observation scale; and 2) documented observational growth in the longitudinal case studies.

Career Development/Growth:

EBCE students will demonstrate positive growth on the career education/guidance needs continuum -

↓
-- Assessing Self.
-- Making Decisions and Educational Plans.
-- Making Post High School Plans.
-- Developing Career Awareness.
-- Planning Careers and Finding Jobs.

as evidenced by: 1) a significant mean gain score toward the upper end of the continuum over that of a control group* of matched ranked students.

In addition, the following propositions were investigated relating to parent and community resources:

---

*It should be noted that the "control" group was utilized mainly to gauge the maintenance of skill and behavior levels over time and as a means to contrast program effects. EBCE offerings are unique, therefore, EBCE did not intend to compete with existing program effects in the academic domain but rather it dealt with maturational growth and affective growth.

- Parents of EBCE students will have positive attitudes toward the EBCE program.

- Experience-site resource persons and other community resources will have positive attitudes toward the EBCE program.

And finally, attitudes and other perceptions of both EBCE and non-EBCE staff were observed, as they related to the processes and outcomes of the EBCE programs at each of the sites.

Noteworthy among the third-party evaluation efforts during the second of the three years of effort was that of directing week-long site visit validation and evaluation teams which functioned similar to the vocational site review teams. The focus of each visit was to thoroughly investigate the intent of the project together with the processes installed to accomplish their respective project goals. Assessments were made of community, student, parent, staff, and administrative involvement; opinion statements and perceptions were gathered from the same audiences providing a formative critique of the project. Foremost among the purposes of the site visit review teams was that of assessing the degree to which project activities and processes appeared congruent with project intent and goals. Of almost equal concern was the degree to which the project had been infused into the secondary curricula and had received acceptance from district and schoolwide staff. Based on the site visits, it was clear that Illinois, with its three EBCE sites, represents a major commitment, in both the operation and the evaluation of the EBCE concepts, by both the State and Federal establishments, through local education agencies. Highlights of the site review teams' findings were presented by district in the final report, Phase II - 1978.

- Evaluative Methods

The following methods were utilized to assess and document change in career guidance needs and attitudinal growth:

1) Attitudinal - A self-observation scale was developed which was administered pre/post to experimental and control group students and parents. This assessment indicated whether the students themselves and their parents observed behaviors indicative of attitudinal change over the year which resulted in positive behavioral changes. This assessment included five subscales intended to measure these constructs: realistic, independent learner, self-reliance, planning, and interaction with adults. Refer to this survey for a revies of the specific attitudinal items in Appendix A.

2) Career Guidance/Education Needs - Control and experimental students were administered a needs assessment intrument which revealed, first, how the student prioritized his/her career guidance needs and second,

whether or not the student perceives that he/she received assistance in that area and from what resource. Of interest were the self reported changes over time compared to control pre/post ratings. The writer hypothesized that as a result of EBCE participation, EBCE students would have more advanced or minimally different career guidance needs and feel better served than would the non-participants. The needs delineated on this assessment represented a continuum of career guidance needs from self-understanding, educational planning, career planning, and career selection. Refer to Appendix B for review of these forms.

For all students who were administered the Self-Observation Scale and Career Guidance Needs Indices, EMS collected a series of demographic and static information, such as: attendance data, G.P.A., and elective course selection information.

To supplement these evaluation activities, EMS selected a random sample of students and used the case study methodology to document student change over one year's time. Particular attention was given to: self-confidence, oral communication, sexism, career maturity, etc. Structured phone interviews were completed with early leavers/dropouts from the EBCE program to ensure that all representative views were included for study.

In addition, a comprehensive follow-up of all first and second year EBCE students was performed with particular emphasis on the degree to which their career guidance needs were served by the regular school staff and EBCE school staff.

Specific to each site, and with varying emphases, the project director initiated a locally directed evaluation which included student, staff, parent, and community feedback questionnaires. EMS reviewed all LDE forms and provided technical assistance where requested and appropriate. In addition, EMS performed a secondary analysis of these data for inclusion into the final report.

6(c) PROBLEMS/LIMITATIONS TO THE STUDY

This section is provided to caution the reader regarding the conclusive statements and inferences made in studies of this type.

Conclusions regarding the circumstances of program continuation and/or program modification are made, in both summative and formative form, without the benefit of utilizing a "pure" or experimental research design. There are some who take issue with any research document that attempts to draw inferences from data unless statistical criteria can be applied. While, in the writer's opinion, the appropriateness of applying a "pure" or experimental research design to school-based programs can be legitimately argued, the point that needs to be made specific to this study is that the intent of the report was evaluative and descriptive rather than scientific in

nature. In other words, the writer is differentiating between the intent of "research papers" (scientific designs) and "program evaluations" (field research). The complexities of researching program impact, when the program operates within and concurrent with other school programs, are endless and often belie timely research - i.e., findings on which to base program modifications, etc. The type of research reported here sought rather to reflect a sense of reality by accurately "perceiving" audience reaction to and impact by the program. This form of evaluative research documents observations, judgements, and perceptions, searching for common threads, misconceptions, inconsistencies, etc. in order to define the realities surrounding the existence of the program and its immediate and broad environment. The strength of field research and of this effort in particular lies in: 1) the large amount of data collected; 2) the range of audiences and participants included in the assessment process; and 3) the numerous strategies utilized to validate, interpret, and further study the findings of import.

Specifically, the design for conducting the EBCE evaluation reflects several constraints, the most important being the degree to which extended investigation of several aspects of the educational experiences of the target students was precluded by fiscal and timeline constraints. For example, little new data on the study population could be created. Minimal observational techniques or participant observation activities could be used due to evaluator distance from the project. This is unfortunate as participant observations would have revealed interesting and informative data for both descriptive and evaluative use. As might be expected, the school delivery system and data management mechanisms are complex and are composed of many primary persons, groups, and of others who are involved peripherally but who are important in defining the total delivery system. Within the timeline, more time with these persons would have further clarified and enhanced the findings of this study.

In addition, while a study of all aspects of the educational experiences of EBCE and non-EBCE students was preferred, it was beyond the scope of this study.

The above clarifications are not made to suggest that the findings of this study are invalid. Within the constraints described, however, the design for the conduct of the study was carefully done, reflecting adequate attention to field research considerations, equity of numbers, involvement of "significant others" in both the design and conduct of the study, qualifications of the study team, and other important variables. It should be noted that all respondents in the evaluation were extremely cooperative and responsive. The State level personnel graciously accommodated the evaluator in arranging meeting places, establishing appointments, and in providing materials.

Thus, the reader is encouraged to peruse this document from other than a scientific research vantage point and to seek from it first, the perceptions of reality that can serve as a basis for

program modification and second, the perceptions which require further and more in-depth study in order to "know" the temporal realities of EBCE program operation, its immediate and projected areas of effect.

The remainder of this report provides the data analyses and findings of the third year evaluative efforts. The findings are discussed by project site and overall, in a summary section.

6(d) PUBLICITY ACTIVITIES

Not applicable.

6(e) DISSEMINATION ACTIVITIES

Not applicable.

6(f) DATA COLLECTION AND EVALUATION

This section of the report presents the specific findings of the Third-Party Evaluation activities relating to the Illinois Project in Experience-Based Career Education. Included are four major sections:

6.f.1 The Project's Decatur EBCE Site;
6.f.2 The Project's Joliet EBCE Site;
6.f.3 The Project's Sycamore EBCE Site; and
6.f.4 The Illinois Experience-Based Career Education Project.

For each of the three EBCE sites, data analysis and interpretative comment are provided. Subsection 6.f.4 discusses several aspects relating to the (overall) project operation. Conclusions and recommendations, based upon these findings, are discussed in Section 6(i).

6f.1 THE PROJECT'S DECATUR EBCE SITE

This section presents the data collected at the Decatur EBCE site. Included are discussions on numerous measures of student outcomes and assessments specific to the attitudes of parents.

The Decatur School District has adopted the goals of the Northwest Regional Educational Laboratory's EBCE program; these can be categorized in four outcome areas:

Life Skills

- *critical thinking*
- *science*
- *personal - social development*
- *functional citizenship*
- *creative development*

Basic Skills

- *fundamental basic skills*
- *applied basic skills*
- *lifetime basic skill development*
- *every day basic skill application*

Career Development

-*identifying career interests*
- *understanding work*
- *employability skills*
- *career knowledge*

Other Outcomes

- *gathering information*
- *communication with adults*
- *initiative*
- *tolerance for others*
- *decision-making*
- *preparation for adulthood*

All areas, save life skills, represented a major emphasis in the EBCE curriculum and the majority of elements were directly assessed and measured through a variety of instruments. (Life skills lacked direct instructional emphasis but received indirect attention in related discussions throughout the year).

General program statistics, listed below, are provided as an orientation to the Decatur EBCE program.

As these data indicate, Decatur EBCE students were evenly represented by females and males; Black students comprised eleven percent of the student group. The EBCE population grew from 41 to a high of 65 students from seven different feeder high schools.

DECATUR PROGRAM

GENERAL CHARACTERISTICS OF THE EBCE STUDENT POPULATION: GRADE LEVEL, SEX, AND ETHNIC ORIGIN

Student Enrollment

School Site	1976-1977				1977-1978				1978-1979			
	10	11	12	Total	10	11	12	Total	10	11	12	Total
Stephen Decatur			10	10	--	4	13	17	--	5	15	20
MacArthur			9	9	--	9	11	20	--	1	8	9
Eisenhower			3	3	--	4	7	11	--	2	2	4
Lakeview			7	7	--	5	3	8	--	1	3	4
St. Theresa			12	12	--	--	9	9	--	--	11	11
Argenta-Oreaner			--	--	--	--	--	--	--	--	1	1
Warrensburg-Latham			--	--	--	--	--	--	--	--	4	4
Total			41	41		22	43	65		9	44	53

Population Characteristics - 1978-79

Sex:	n	%
Female	26	49
Male	27	51

Ethnic Origin:	n	%
Black	6	11
Hispanic	-	--
Asian	-	--
Caucasian	47	89

Decatur students and parents responded to these evaluative measures:

- 1978 STUDENT FOLLOW-UP OF 1977 AND 1978 STUDENTS
- BEGINNING AND END OF YEAR QUESTIONNAIRE (STUDENTS)
- PRE AND POST SELF OBSERVATION SCALE (STUDENTS AND PARENTS)
- PRE AND POST CAREER GUIDANCE NEEDS INDEX SURVEY (STUDENTS AND PARENTS)
- ON-SITE STRUCTURED STUDENT INTERVIEWS
- DROPOUT/EARLY LEAVER STRUCTURED INTERVIEWS

Data have been analyzed specific to these measures and the results discussed according to each assessment measure.

6.f.1.1 1978 Decatur Student Follow-Up of 1978 and 1977 Program Graduates

Table 6.f.1.1 through 6.f.1.4 present the Decatur student follow-up data. Out of a mailing of eighty-two, thirty-six students reponded providing EMS with completed questionnaire forms. The first table of this series deals with the students' postsecondary activities. Approximately 65 percent of the students indicated they were attending school full or mostly full-time while 29 percent planned to work part-time while in school. A significant cohort (45 percent) were enrolled in a four year higher education program.

When Decatur students were asked to rate how much assistance they received in the area of career education and planning, these responses were elicited. Nearly one-fifth of the EBCE students indicated that they received no career education assistance from any of the resources listed (teachers, prinicpals, counselors, EBCE coordinators, and EBCE community resources). One-quarter of the students reported they received "quite a lot" of assistance; of these students, 33.3 percent received this amount of assistance from EBCE community resources, 26.2 percent from EBCE coordinators, and 1 .7 percent from the high school teaching faculty. Overall, the EBCE program gave "a lot" and "quite a lot" more assistance than high school counselors or teachers. High school counselors generally gave "somewhat" guidance and teachers gave either no or minimal assistance. Refer to Table 6.f.1.2 for these data.

Table 6.f.1.3 shows the EBCE student response when asked to evaluate selected identified learner outcomes. Generally students were most favorable toward EBCE. Students clearly credited EBCE with improving their ability to make decisions to plan, and with motivating them toward further education.

Table 6.f.1.1

FOLLOW-UP SURVEY
DECATUR EBCE PARTICIPANTS, FIRST/SECOND YEARS OF EBCE

STUDENT POSTSECONDARY ACTIVITIES
1978 FALL FOLLOW-UP

DECATUR
N/R = 36

Items:	N	%
What are you doing this fall?		
Going to school, but not working.	15	35.7
Mostly going to school, but working part-time.	12	28.6
Mostly working, but going to school part-time.	3	7.1
Working, not going to school.	4	9.5
Other activities (instead of going to school or working).	2	4.8
In what kind of educational program are you enrolled this fall?		
None.	6	14.3
Apprenticeship or on-the-job training.	3	7.1
Vocational, technical, or business school.	-	-
Technical or vocational courses at a junior college or community college.	-	-
Academic courses at a junior or community college.	4	9.5
Four-year college or university.	19	45.2
Other educational program.	4	9.5
Don't know.	-	-

Table 6.f.1.2

STUDENT PERCEPTIONS OF CAREER EDUCATION GUIDANCE
RECEIVED FROM HIGH SCHOOL STAFF

1978 FALL FOLLOW-UP

DECATUR
N/R = 36

Item:

Please rate how much assistance you were given in high school in the area of career education and planning from each of the following type of staff:

	HOW MUCH ASSISTANCE DID YOU RECEIVE?								
	$\bar{x}$	None		Somewhat		A Lot		Quite A Lot	
		N	%	N	%	N	%	N	%
High School Teachers/Principal	1.7	18	42.9	12	28.6	4	9.5	1	2.4
High School Counselor	2.3	5	11.9	20	47.6	2	4.8	7	16.7
EBCE Learning Coordinators/ Staff	3.0	2	4.8	9	21.4	14	33.3	11	26.2
EBCE Community Resources	3.1	-	-	11	26.2	9	21.4	14	33.3
Overall Responses		25	18	52	37	29	21	33	24

Time management was less clearly attributed to an outcome effected by EBCE.

Table 6.f.1.4 specifically asked the follow-up respondents to assess how important various career planning skills were during their high school years and requested an indication of who provided guidance in those same areas.

Generally students reported that, during their high school years, they had strong needs in areas of self understanding and in how their skills and interests fit into the career world. Specifically, these need areas were rated of extreme importance:

- Understanding my abilities, interests, and values.
- Knowing how the high schools' courses fit into the students' postsecondary plans and how the high schools' courses related to their abilities, interests, and values.
- Doing an in-depth exploration of jobs which relate to their interests and abilities.
- Communicating effectively with adults.
- Knowing how to go about applying for and getting a job.

Rated of least importance were areas such as: understanding ones' test scores, knowing about high school graduation requirements, and obtaining part-time work.

In terms of frequency, EBCE staff and counselors were credited with providing the greatest share of career guidance. EBCE staff and community resource persons were given more credit for actual career guidance, improved self understanding, and improved communication skills while high school counselors were credited with providing school-specific guidance and educational related counseling.

To summarize the career needs index section, Decatur students reported, that the best guidance was received from (1) EBCE staff (highly rated for assisting in post-school plans); (2) high school counselors (best at advising about test scores, graduation requirements, coursework and other school-related areas); (3) parents (helped their children to understand their strengths/weaknesses, abilities, talents, needs, etc.)

Table 6.f.1.3

STUDENT ASSESSMENT OF SELECTED EBCE OUTCOMES
1978 FOLLOW-UP

DECATUR
N/R = 36

Item	$\bar{x}$	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
Participating in EBCE was more enjoyable than participating in the regular school program.	3.3	1	2.4	3	7.1	14	33.3	16	38.1
EBCE motivated me to further my education after high school.	2.7	5	11.9	6	14.3	20	47.6	5	11.9
I am more comfortable contacting adults to gain information I need as result of being in EBCE.	3.0	2	4.8	6	14.3	24	57.1	8	19.0
If I were in high school now, I would enroll in EBCE again.	3.1	2	4.8	7	16.7	11	26.2	15	35.7
As a result of participating in EBCE, I manage my time and am better able to plan for the immediate and long-range future.	2.6	2	4.8	17	40.5	12	28.6	6	14.3
I am better able to make decisions and plan for myself as result of participating in EBCE.	2.8	1	2.4	11	26.2	17	40.5	6	14.3

Table 6.f.1.4

STUDENT ASSESSMENT OF HIGH SCHOOL NEEDS AND PERSONS WHO PROVIDED GUIDANCE OR GENERAL ASSISTANCE

1978 EBCE STUDENT FOLLOW-UP

DECATUR

N/R = 36

In high school, I consider this area:							Who helped you?								
Unimportant		Somewhat Important		Very Important		CAREER GUIDANCE NEEDS AREAS:	Community Resource	Counselors	EBCE Staff	Friends	Pd. Employment	Parents	Regular Teachers	Other	No Assistance Received
N	%	N	%	N	%		N	N	N	N	N	N	N	N	N
		5	11.9	29	69.0	Understanding my abilities, interests, and values.	10	6	19	10	3	21	3	5	5
1	2.4	8	19.0	25	59.5	Knowing more about my strengths and weaknesses.	6	4	18	10	4	18	6	5	4
8	19.0	20	47.6	6	14.3	Better understanding my standardized test scores.	0	21	16	0	1	6	14	2	11
1	2.4	9	21.4	24	57.1	Learning how to make decisions and set educational goals.	6	12	13	5	2	20	3	4	8
8	19.0	12	28.6	13	31.0	Knowing more about high school graduation requirements.	0	30	2	1	1	12	16	0	10
2	4.8	3	7.1	28	66.7	Selecting courses appropriate to my educational goals, interests, and abilities.	4	23	5	1	2	8	4	3	8
2	4.8	10	23.8	28	66.7	Knowing how the courses I am taking relate to my plans after high school.	10	20	15	2	1	5	5	1	9
7	16.7	14	33.3	19	45.2	Knowing about financial aids for education after high school.	3	18	14	2	3	7	4	0	13
4	9.5	13	31.0	23	54.8	Becoming more aware of educational opportunities after high school.	6	15	25	4	1	9	2	1	6
1	2.4	6	14.3	33	78.6	Becoming aware of career training offered in my high interest areas.	11	13	27	2	4	2	2	2	6
		6	14.3	27	64.3	Knowing more about possible careers and the world of work.	14	8	24	1	4	5	0	1	1
		5	11.9	28	66.7	Doing an in-depth exploration of jobs which relate to my interests and abilities.	17	3	31	0	3	2	0	0	2
34	8	111	26	283	66	Totals Totals	87	173	209	81	125	96	59	24	83

Table 6.f.1.4 (cont'd)

STUDENT ASSESSMENT OF HIGH SCHOOL NEEDS AND PERSONS WHO PROVIDED GUIDANCE OR GENERAL ASSISTANCE

1978 EBCE STUDENT FOLLOW-UP

DECATUR
N/R = 36

In high school, I consider this area:							Who helped you?								
Unimportant		Somewhat Important		Very Important		CAREER GUIDANCE NEEDS AREAS:	Community Resource	Counselors	EBCE Staff	Friends	Pd. Employment	Parents	Regular Teachers	Other	No Assistance Received
N	%	N	%	N	%		N	N	N	N	N	N	N	N	N
1	2.4	6	14.3	25	59.5	Having actual on-the-job experience to know what it is like to be employed.	18	1	15	1	18	2	0	0	1
2	4.8	12	28.6	18	42.9	Developing a flexible career plan.	10	13	24	8	10	11	8	9	12
1	2.4	10	23.8	26	61.9	Knowing how to apply and interview for jobs.	15	8	30	7	9	5	7	3	6
6	14.3	12	28.6	16	38.1	Obtaining part-time and/or summer work related to my career selection.	8	2	8	12	3	5	3	8	15
1	2.4	8	19.0	26	61.9	Improving my ability to communicate with adults.	18	0	21	9	3	11	5	4	1
11	6	48	28	111	66	Totals Totals	69	24	76	37	43	34	23	24	45

(6) page 17

6.f.1.2 Application Form and End of Year Questionnaire Data

Decatur EBCE students completed an application form prior to entering EBCE which paralleled an end of the year questionnaire administered post-EBCE. Control students participated in the post-assessment measure only.

An analysis of the pre-assessment (application) forms provided these findings about student characteristics and educational needs:

- 50% of the students responding wished to be in EBCE in order to study different careers and another 31% to learn skills not taught in school.
- The majority of students responding (77%) have worked regularly outside home and have done so to earn their own money (61%) and gain experience (24%).
- Post-high school career plans were diverse. Career plans listed in order of greatest to least preference include: attending 2-year college (21%), working full-time (19%), attending 4-year college (18%), entering military or service academy (15%), apprenticeship/job training (10%), no plans yet (8%); also working part-time, travel/year off, vocational, technical or business school.
- Formal education plans were varied with the greatest number of students choosing either a 2-year college or training program or undecided at present (24% each). Others planned either 3 years of post-graduate education/special training or 4-year college (16% each). Twelve percent plan graduate study and 8% will just complete high school.
- Self-evaluation of academic performance fell in the good (53%) to fair (45%) range.
- Students sought career credits and general education through EBCE.
- Reasons for joining EBCE:

  Majority want to learn about careers, prepare for a job and, to a lesser extent, choosing own learning style was an attractive option due to more freedom/independence.

  Not important were reasons reflecting students' attitudes toward Decatur secondary schools.

From fall 1978 to spring 1979 these attitudinal or behavior changes were evident (refer to Table 6.f.1.5):

- After participating in EBCE, more students plan to obtain two years of college or special training (24% at pre-assessment to 41% at post-assessment).
- More students plan to pursue a four-year degree.
- Fewer students were undecided as to their vocational plans.
- Control Decatur students responses were more similar to pre-EBCE responses than to post-EBCE responses.

Table 6.f.1.5

DECATUR END OF YEAR QUESTIONNAIRE

PLANS ONE YEAR AFTER HIGH SCHOOL

Item	Pre-EBCE		Post-CONTROL		Post-EBCE	
	N	%	N	%	N	%
High school.	4	8	3	12	2	6
High school plus one or two years college, community college or special training.	12	24	7	28	14	41
High school plus three or more years college, community college or special training.	8	16	4	16	5	15
Four year college graduate.	8	16	7	28	9	26
Graduate or professional training after college.	6	12	1	4	-	-
Undecided.	12	24	3	12	4	12

Expanding on student plans, students were asked to indicate their anticipated occupational stature or status after high school. Prior to EBCE, students were evenly divided between obtaining immediate occupational status versus educational placement. At post-assessment, students were more inclined to prefer additional education particularly at the four year college level. Significantly more EBCE students saw working part-time as a viable option at post compared to pre-testing. Refer to Table 6.f.1.6 for these data.

Table 6.f.1.6

DECATUR END OF YEAR QUESTIONNAIRE

OCCUPATIONAL OR EDUCATIONAL STATUS AFTER HIGH SCHOOL

Item	Pre-EBCE		Post-CONTROL		Post-EBCE	
	N	%	N	%	N	%
Working full-time.	14	19	3	13	4	13
Entering apprenticeship or job training.	7	10	-	-	-	-
Going to military or service academy.	11	15	3	13	2	7
Attending vocational, technical or business school.	1	1	2	9	1	3
Attend junior or community college.	15	21	6	26	6	20
Attend four-year college or university.	13	18	6	26	7	23
Working part-time.	3	4	1	4	10	33
Other.	2	3	1	4	-	-
No idea.	6	8	1	4	-	-

Overall evaluative comments were elicited with respect to the EBCE program. (Refer to Table 6.f.1.7.) The control students were asked to rate the high school curricula in general. EBCE students rated the overall quality of the EBCE program significantly higher than those ratings given by control students of the high school curricula. The next item indicates that while control students would choose to attend the same school again, the EBCE students were more ambiguous about re-enrolling in EBCE. Possibly EBCE students believe that the greatest

Table 6.f.1.7

DECATUR END OF YEAR QUESTIONNAIRE

OVERALL STUDENT EVALUATIONS OF SCHOOL EXPERIENCES

Questions	Control		EBCE		Student's t**
	N	Mean*	N	Mean*	
How would you rate the overall quality of (EBCE) high school?	22	3.41*	34	3.68*	-1.27
If you had to do it again, would you choose to go to the same high school again?	22	3.82	34	3.15	1.77
At your high school, did you feel you could progress at your own rate?	22	3.68	34	3.71	- .08
How much opportunity did (EBCE) high school provide to learn about jobs?	21	3.48	33	4.34	-3.23
How much opportunity did (EBCE) high school provide for general learning?	21	3.67	32	3.47	.95
In your (EBCE) high school, how motivated were you to learn?	21	3.43	32	3.72	-1.18

*Scale: 1 = Negative end of response set.
5 = Positive end of response set.
**Significant at the ±2.52 level.

benefit of EBCE can be experienced once without need for continuation programming in subsequent years. Control and EBCE students responded significantly different when asked, "How much opportunity did (EBCE) High School provide to learn about jobs?" EBCE students were far more positive than were control students. A similar response was received in terms of the program's or school's ability to motivate students to learn, i.e., EBCE students were far more positive.

Specific school goals were presented in one item on the questionnaire which asked students to indicate to what degree they felt they were prepared in each goal area. Generally EBCE students responded more positively than did control students. The greatest differential occurred for the belief the EBCE prepared students for work. On the other hand, control students felt stronger about being prepared for college and credited their high school program for their growth. EBCE students felt that they had a greater sense of self understanding and were more effective decision-makers. Refer to Table 6.f.1.8 for these data.

Table 6.f.1.9 presents data from the questionnaire item which asked students to indicate the degree of assistance received specific to school program objectives. A strong negative student's t indicates that EBCE students rated the item more positively than did control students at the end of the year. These items most clearly differentiated the EBCE students from the control students:

- "Learning what to look at when considering a job."
- "Learning how to find and keep a job."
- "Knowing what level of basic skills proficiency in the jobs of interest."
- "Communicating comfortably with adults."

Conversely, control students felt that the high school curricula clearly benefited the more academic outcomes, i.e., reading skills, math skills, understanding the democratic process, etc. EBCE students rated the academic outcomes less effectively addressed by EBCE in contrast to decision-making and career planning skills. This judgement was relative in that EBCE did not intend to directly improve academic skills, but rather skill level maintenance and reinforcement were sought.

A final section on the Decatur Application/End of Year Assessment addressed the student's knowledge of the career world and associated work expectations. Table 6.f.1.10 displays student answers to specific statements of fact regarding the world of work. Clearly more EBCE students answered the items correct than did control students. Control students, comparatively, were weak on these items:

Table 6.f.1.8

DECATUR END OF YEAR QUESTIONNAIRE

IDENTIFICATION OF WAYS EBCE OR SCHOOL PROGRAM ASSISTED STUDENT

Statement	Control		EBCE	
	n	Mean*	n	Mean*
The school (EBCE) helped to prepare me for work.	20	2.70*	33	3.09*
The school (EBCE) helped prepare me for college.	20	2.85	33	2.58
The school (EBCE) helped me to decide what I want to do after high school.	20	2.75	33	2.97
The school (EBCE) helped me to better understand myself.	20	2.80	33	3.00
The school (EBCE) helped me to get along better with others.	20	2.90	33	2.91

*Scale = 1 = Strongly Disagree.
2 = Disagree.
3 = Agree.
4 = Strongly Agree.

Table 6.f.1.9

DECATUR END OF YEAR QUESTIONNAIRE

DEGREE OF ASSISTANCE RECEIVED SPECIFIC TO SCHOOL PROGRAM OBJECTIVES

Questions	Control		EBCE		Student's t**
	N	Mean*	N	Mean*	
Solves problems logically.	22	3.40	34	2.91	1.93
Understanding the role of science in society.	22	3.09	34	2.56	1.68
Understanding the more about yourself.	22	3.27	34	3.74	-1.65
Getting along with others.	22	4.00	34	3.59	1.45
Understanding the democratic process.	22	3.45	34	2.47	3.41
Developing creativity.	22	3.45	34	3.56	- .30
Learning how interests and abilities fit potential careers.	22	3.50	34	4.29	-2.55
Learning how society's values, government and the economy affect work.	22	3.50	34	3.15	1.29
Learning what to look at when considering a job.	22	3.36	34	4.47	-4.61
Learning how to find and keep a job.	21	3.29	34	4.32	-3.36
Learning the basic skills necessary for careers that interact one another.	22	3.64	34	3.97	-1.06
Improving one's reading skills.	22	3.36	34	2.35	3.64
Improving one's math skills.	22	3.18	34	2.18	3.10
Improving one's oral communication skills.	22	3.27	34	3.18	.33
Improving one's writing skills.	22	3.41	34	2.59	2.63
Knowing what level of basic skills proficiency in the jobs of interest.	22	2.91	34	3.76	-2.79
Gaining confidence in your ability to apply basic skill to complete tasks.	22	3.32	34	3.47	- .58
Becoming familiar with a broad range of resources to get information.	22	3.32	34	3.71	-1.37

Table 6.f.1.9 (cont'd)

DECATUR END OF YEAR QUESTIONNAIRE

DEGREE OF ASSISTANCE RECEIVED SPECIFIC TO SCHOOL PROGRAM OBJECTIVES

Questions	Control		EBCE		Student's t**
	N	Mean*	N	Mean*	
Communicating comfortably with adults.	22	3.09	34	3.74	-2.36
Taking responsibility for your own actions.	22	3.64	34	3.65	- .04
Becoming more open to ideas and values different from your own.	22	3.64	34	3.47	.67
Using information obtained through direct experiences in making decisions.	22	3.55	34	3.68	- .48
Feeling prepared to accept adult responsibilities.	22	3.64	34	3.88	- .96

*Scale: 1 = High school or EBCE was of little or no help.

5 = High school or EBCE was very helpful.

**Significant at the ±2.52 level.

DECATUR END OF YEAR QUESTIONNAIRE

STUDENT KNOWLEDGE OF SPECIFIC WORKING FACTS

Question	EBCE					CONTROL				
		Yes=1		No=2			Yes=1		No=2	
	N	n	%	n	%	N	n	%	n	%
Most persons remain in the same job throughout their adult lives.	33	12	36	21	64	22	10	45	12	55
Few women work outside the home after marriage.	33	-	-	33	100	22	1	5	21	95
Less than one-third of all job openings require a college degree.	32	14	44	18	56	22	9	41	13	59
Most people have the ability to do any job if they set their minds to it.	33	26	79	7	21	22	18	82	4	18
There is only one "right job" for a person in terms of his/her abilities.	33	1	3	32	97	22	5	23	17	77
The unemployment rate of 20-year-olds in the labor market is usually less than the rate for others.	33	14	42	19	58	21	8	38	13	62
The State Employment Service Office provides free information about job openings and job training programs.	33	32	97	1	3	22	21	95	1	5
Apprentices are paid while they learn.	33	30	91	3	9	22	19	86	3	14
The English and math skills of freshmen are about the same from one college to another.	33	15	45	18	55	21	12	57	9	43
Ten years from now, most jobs will require four or more years of college.	33	17	52	16	48	22	14	64	8	36

- "Most persons remain in the same job throughout their adult lives."
- "Few women work outside the home after marriage."
- "Ten years from now, most jobs will require four or more years of college."
- "There is only one 'right job' for a person in terms of his/her abilities."

Prior to entering EBCE, students named 44 different career choices which varied greatly; auto mechanic and secretary were the most popular options. At post-testing, EBCE students named 50 different job titles with law enforcement, social worker, electrician, and teacher represented most frequently. Control students, on the other hand, named 32 jobs at the post-assessment interval with secretary and auto mechanic listed most frequently. Refer to Exhibit 6.f.1.1 for this comparative listing.

The last two items dealt with the student changing his/her job orientation over the last year. The results were striking. Over three-fifths of the EBCE students indicated that they had changed their job orientation while 87 percent of the control students reported that they had not changed interests in jobs. When asked to what the change was credited, most EBCE students indicated that observing or trying out the job made the difference. (Refer to Table 6.f.1.11.)

6.f.1.3 Self Observation Scale: Parent and Student Ratings

In an attempt to assess affective, attitudinal, and maturational growth a series of statements were developed specific to five constructs which called for self-evaluative responses. The five constructs under study included: realistic, independent learner, self-reliance, planning, and interaction with adults. Table 6.f.1.12 shows that control parents and students rated the behaviors listed more positively than did EBCE parents and students. At pre-testing, control students were perceived to be operating on a higher affective maturational level on each subscale compared to EBCE students.

In terms of growth throughout the year, however, EBCE students realized more growth in terms of becoming an effective learner than did control students. EBCE student ability to interact with adults remained primarily stable while the control student ratings on interaction with adults significantly declined. The most significant area of growth dealt with the student's ability to plan. Parents of both EBCE and control students rated their son or daughter as greatly improved planners from pre to post-testing. The students themselves, however, gave poorer self-evaluations at post-test intervals than at pre-test intervals. This same

Exhibit 6.f.1.1

DECATUR EBCE STUDENT JOB INTERESTS (50 different job titles)

Acting (1)
Advertising (1)
Air Traffic Control (1)
Apple Grower (1)
Assistant Manager (1)
Auto Body (2)
Banker (1)
Bricklayer (1)
Broadcaster (1)
Buyer (1)
C.P.A. (1)
Carpenter (1)
Commercial Pilot (1)
Computer Programmer (1)
Dentist (1)
Dietary Aid (1)
Draftsman (1)
Electrical Engineer (2)
Electrician (3)
Electronic Engineer
Elementary Teacher (3)
Entertainment Agent (1)
Environmentalist (2)
Farming (1)
Fast Food (1)
Floral Design (1)
Home Improvement (1)
Labor Relations Person (1)
Law Enforcement (3)
Manager (1)
Meteorologist (1)
Military Service (1)
Musician (2)
Nurse (1)
Personnel (1)
Photographer (1)
Plumber (1)
Probation Officer (1)
Realtor (1)
Receptionist (1)
Sales (2)
Secretary (2)
Social Worker (3)
Special Education (2)
Steel Cutter (1)
Stewardess (1)
Store Manager (1)
Veterinary Assistant (1)
Welder (1)
Wildlife Management (1)

DECATUR CONTROL STUDENT JOB INTERESTS (32 different job titles)

Accountant (2)
Air Craft Mechanic
Auto Body (2)
Auto Mechanic (2)
Carpenter
Cartoonist
Commercial Artist
Computer Operator
Computer Programmer
Conservationist
Electrician
Elementary Teacher
Engineer
Fireman
Forest Ranger (3)
Freelance Writer
Interior Decorator
Journalist
Medical Lab Technician
Medical Records Secretary
Nurse
Paramedic
Photographer (2)
Professional Musician
Sales Clerk
Secretary (4)
Sheet Metal Worker
Stewardess
Surveyor
Truck Driver
Veterinary Work
Welder

Table 6.f.1.11

DECATUR END OF YEAR QUESTIONNAIRE

STUDENT AWARENESS OF JOBS PREVIOUSLY PREFERRED NOW NOT INTERESTED

Steps	Response	CONTROL		EBCE	
		n	%	n	%
Are there any jobs that last year seemed interesting that you now feel do not match your interests or abilities?					
	Yes.	3	13	20	61
	No.	20	87	13	39

REASONS FOR CHANGING THEIR FREFERRED JOB AREAS

Steps	Response	CONTROL		EBCE	
		n	%	n	%
What caused you to change your mind about jobs?					
	Information read about the job.	-	-	2	6
	Experience observing or trying out the job.	1	4	11	32
	Interests have changed.	1	4	1	3
	Don't know.	5	20	8	24
	Blank.	18	72	12	35

Table 6.f.1.12

MEAN RATINGS AND SIGNIFICANCE LEVELS ON THE STUDENT SELF OBSERVATION SCALE AS RATED BY STUDENTS AND PARENTS

DECATUR EBCE VERSUS DECATUR CONTROL

	PRE			POST			
Variable	Respondent	Mean	Student's t*	Respondent	Mean	Student's t*	Change in Mean**
Realistic	Parent EBCE	3.72	- .19	Parent EBCE	3.75	- .76	.03
	Parent Control	3.75		Parent Control	3.90		.15
	Student EBCE	3.72	-1.87	Student EBCE	3.67	-2.52	- .05
	Student Control	3.89		Student Control	3.89		0
Independent Learner	Parent EBCE	3.71	-1.33	Parent EBCE	3.81	- .50	.10
	Parent Control	3.86		Parent Control	3.90		.04
	Student EBCE	3.75	-2.21	Student EBCE	3.69	-1.70	- .06
	Student Control	3.95		Student Control	3.85		- .10
Self-Reliance	Parent EBCE	3.57	-1.13	Parent EBCE	3.65	- .89	.08
	Parent Control	3.74		Parent Control	3.81		.07
	Student EBCE	3.70	-1.71	Student EBCE	3.62	-2.77	- .08
	Student Control	3.87		Student Control	3.87		0
Planning	Parent EBCE	3.45	-1.15	Parent EBCE	3.57	- .58	.12
	Parent Control	3.63		Parent Control	3.69		.06
	Student EBCE	3.57	-2.91	Student EBCE	3.48	-2.63	- .09
	Student Control	3.84		Student Control	3.74		- .10
Interaction With Adults	Parent EBCE	3.81	- .87	Parent EBCE	3.70	-1.12	- .11
	Parent Control	3.93		Parent Control	3.89		- .04
	Student EBCE	3.59	-2.00	Student EBCE	3.54	- .63	- .05
	Student Control	3.84		Student Control	3.62		- .22

* Significant at the ±2.40 level.

** Change from Pre to Post Mean.

Scale: 1 = Applies to student - never (none of the time)
5 = Applies to student - all of the time

(6) page 30

phenomenon occurred specific to items intended to measure self reliance. Parents rated their son/daughter as demonstrating greater self reliance while students perceived themselves as less self reliant. Perhaps the trend evidenced for planning and self reliance is a result of greater understanding on the part of students as to what these behavioral/attitudinal domains require, i.e., reflecting an exaggerated rating at pre-testing and a more knowledgeable appraisal at post-testing.

Control parents saw more growth in terms of their son/daughter becoming more realistic than did EBCE students.

Overall EBCE students' greatest strides took place in planning, interaction with adults, and becoming an independent learner.

6.f.1.4 Career Guidance Needs Index Survey

In many ways the Career Guidance Needs Index Survey paralleled the EBCE Graduate Follow-Up Form as it sought student reaction to specific guidance needs and to the amount of assistance they typically received from school staff or others in the career planning area. Staff anticipated that EBCE would make a significant difference in terms of how much career guidance assistance students received overall, and in response to which specific needs. This section compares the pre and post assessment results.

The first item dealt with student feeling about the amount of assistance received from various people in career planning. The assistance categories included: "none sought," "quite a lot," "some," "not at all." Over half of the responses indicated "some" assistance from school counselor, school teacher, friends. A large number also indicated "some" help from siblings, someone the student observed/interviewed, and a visitor to the classroom.

While the largest number of responses indicated school counselor and friends (27/27 responses) giving "some" assistance, parents had the most influence on career plans as 23 (48.9%) responses indicated "quite a lot" of help and 20 (42.6%) indicated "some" help while only 4 students either did not seek advice or did not receive it from their parents. Clergy fared poorly: 36 students either did not seek advice or received no help from clergy. Thus, prior to EBCE, parents represented the students' primary source of career guidance. It should be noted that 16 percent of Decatur students reported not seeking or receiving career assistance from anyone in the previous year. Table 6.f.1.13 provides these data.

Table 6.f.1.13

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST

STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING

Decatur
N = 47)

	Amount of Help Given							
	None Sought (0)		Quite a Lot (1)		Some (2)		Not at All (3)	
	N	%	N	%	N	%	N	%
1. School Counselor	3	6.4	8	17.0	27	57.4	9	19.1
2. School Teacher	8	17.0	5	10.6	21	44.7	13	27.7
3. Friends	3	6.4	8	17.0	27	57.4	9	19.1
4. Brothers/Sisters	11	23.4	5	10.6	16	34.0	15	31.9
5. Parents	1	2.1	23	48.9	20	42.6	3	6.4
6. Someone you Observed/ Interviewed	9	19.1	8	17.0	22	46.8	8	17.0
7. Clergy	20	43.5	2	4.3	8	17.4	16	34.8
8. Visitor to the Classroom	7	14.9	11	23.4	21	44.7	8	17.0
TOTALS:	62	16.0%	70	19.0%	162	43.0%	81	22.0%

In terms of the quality of assistance received specific to their reasons for seeking career guidance, students reported that services were generally available in all areas except job placement (21% indicated not available). Where a job placement service was available, 28% indicated it was not helpful.

A good one-third of the students did not take advantage of services available except in finding out where to train for a job (one-fourth did not seek advice). Nearly one-half of the responders did not seek information on obtaining financial aid for college/school - another 23% did not find this consulting area helpful. Most other areas gave "very helpful" or "helpful" advice. Specifically, postsecondary education placement information and school related needs were far more favorably rated in terms of the assistance received than were career planning and selection decision areas.

To sum up, 35 percent of the EBCE students, prior to EBCE, felt that guidance services were available but for whatever reason selected not to consult such services. An additional 9 percent felt generally that services such as these were not available. Just 11 percent overall indicated that the assistance they received in their need areas was "very helpful," 26 percent responded with "helpful" while 19 percent reported that the assistance was "not helpful." Table 6.f.1.14 provides these data.

In a self-evaluation of how strongly needs existed of specific career guidance needs, students were asked to rate various attitudinal and behavioral statements on a scale of: no need, weak need, moderate need, and strong need. Students, prior to EBCE, indicated these areas as their strongest needs: 1) an in-depth exploration of jobs which related to interests and abilities; 2) need to understand abilities, interests and values; 3) need to feel what on-the-job experience is like; 4) need to know how priorities affect career choice and how school courses related to post-high school plans.

The least-need areas were as follows: 1) knowledge of high school graduation requirements; 2) financial aid for higher education; 3) understanding standardized test scores; 4) communicate better, especially with adults.

Clearly the results appropriately served as sound needs assessment data supporting the purpose, rationale and expected outcomes of EBCE. Refer to Table 6.f.1.15 for these data.

As related question, students were asked to what degree their career guidance needs were being met. Table 6.f.1.16 presents these data. These areas dominated the findings:

Strong need unmet - 6 (12.8%) indicated need to know more about possible careers and work world; and, obtaining

Table 6.f.1.14

DECATUR EBCE STUDENT RATING OF QUALITY
OF ASSISTANCE GIVEN SPECIFIC
TO A PARTICULAR NEED AREA: PRE-TEST RESULTS

	Availability:				Services Consulted and:					
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful	
	N	%	N	%	N	%	N	%	N	%
Learning how my interests and abilities fit with different jobs or occupations.	5	10.6	16	34.0	5	10.6	16	34.0	5	10.6
Finding out where to train for the job or occupation I wanted.	6	12.8	12	25.5	2	4.3	17	36.2	10	21.3
Placing me in a job or helping me to find employment.	10	21.3	16	34.0	4	8.5	3	6.4	13	27.7
Finding out the schools or colleges I qualified for which suited my abilities and interests.	1	2.1	16	34.0	11	23.4	12	25.5	7	14.9
Finding out about costs at different schools or colleges and how to obtain financial aid.	3	6.4	17	36.2	7	14.9	13	27.7	7	14.9
Obtaining financial aid to go to school or college.	3	6.4	23	48.9	2	4.3	8	17.0	11	23.4
Recommending fields of work likely to have expanding employment opportunities.	2	4.3	16	34.0	6	12.8	16	34.0	7	14.9
TOTALS:	30	9.0%	116	35.0%	36	11.0%	85	26.0%	60	19.0%

Table 6.f.1.15

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST

STUDENT FEELING ON DEGREE OF GUIDANCE NEEDS AT PRE-TESTING

Decatur ERLE (N=47)

	No Need (0)		Weak Need (1)		Moderate Need (2)		Strong Need (3)	
I NEED:	N	%	N	%	N	%	N	%
To understand my abilities, interests, and values.	--	--	5	10.6	14	29.8	28	59.6
To know more about my strengths and weaknesses.	2	4.3	1	2.1	26	55.3	18	38.3
To better understand my standardized test scores.	2	4.3	10	21.3	22	46.8	12	25.5
To learn how to make decisions and set educational goals.	1	2.1	6	12.8	21	44.7	19	40.4
To know more about high school graduation requirements.	11	23.4	4	8.5	18	38.3	14	29.8
To select courses appropriate to my educational goals, interests, and abilities.	2	4.3	6	12.8	15	31.9	24	51.1
To know how the courses I am taking relate to my plans after high school.	3	6.4	3	6.4	16	34.0	25	53.2
To know about financial aids for education after high school.	5	10.6	7	14.9	23	48.9	12	25.5
To become more aware of educational alternatives after high school.	3	6.4	6	12.8	21	44.7	17	36.2
To become aware of career training offered in my high interest areas.	3	6.4	5	10.6	16	34.0	23	48.9
To know how the things that are important to me affect my career choice.	1	2.1	3	6.4	21	44.7	20	42.6
To know more about possible careers and the world of work.	2	4.3	7	14.9	15	31.9	23	48.9
To do an in-depth exploration of jobs which relate to my interests and abilities.	1	2.1	2	4.3	16	34.0	28	59.6
To have actual on-the-job experience to know what it is like to be employed.	2	4.3	3	6.4	15	31.9	27	57.4
To develop a flexible career plan.	2	4.3	9	19.1	18	38.3	17	36.2
To know how to apply and interview for jobs.	3	6.4	10	21.3	11	23.4	22	46.8
To obtain part-time and/or summer work related to my career selection.	6	12.8	3	6.4	18	38.3	19	40.4
To communicate better with others, particularly adults.	5	10.6	11	23.4	11	23.4	20	42.6
TOTALS:	54	6.0%	101	12.0%	317	38.0%	368	44.0%

Table 6.f.1.16

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST

STUDENT FEELING ABOUT CAREER NEED AREAS
AND THE DEGREE TO WHICH THE NEED IS BEING MET

Decatur EBCE (N=47)

I NEED:	Moderate Need (1.5)		Strong Need Partially Met (2.0)		Strong Need Unmet (3.0)	
	N	%	N	%	N	%
To understand my abilities, interests, and values.	9	19.1	--	--	4	8.5
To know more about my strengths and weaknesses.	8	17.0	2	4.3	3	6.4
To better understand my standardized test scores.	6	12.8	4	8.5	5	10.6
To learn how to make decisions and set educational goals.	4	8.5	1	2.1	2	4.3
To know more about high school graduation requirements.	2	4.3	3	6.4	1	2.1
To select courses appropriate to my educational goals, interests, and abilities.	9	19.1	2	4.3	1	2.1
To know how the courses I am taking relate to my plans after high school.	7	14.9	2	4.3	3	6.4
To know about financial aids for education after high school.	2	4.3	2	4.3	5	10.6
To become more aware of educational alternatives after high school.	8	17.0	3	6.4	3	6.4
To become aware of career training offered in my high interest areas.	11	23.4	2	4.3	1	2.1
To know how the things that are important to me affect my career choice.	10	21.3	1	2.1	3	6.4
To know more about possible careers and the world of work.	10	21.3	2	4.3	6	12.8
To do an in-depth exploration of jobs which relate to my interests and abilities.	5	10.6	3	6.4	5	10.6
To have actual on-the-job experience to know what it is like to be employed.	7	14.9	1	2.1	3	6.4
To develop a flexible career plan.	6	12.8	--	--	3	6.4
To know how to apply and interview for jobs.	--	--	1	2.1	4	8.5
To obtain part-time and/or summer work related to my career selection.	5	10.6	3	6.4	6	12.8
To communicate better with others, particularly adults.	2	4.3	--	--	4	8.5
TOTALS:	111	54.0%	32	16.0%	62	30.0%

part-time/summer work related to career plans.

Moderate need - 21% indicated need to know more about possible career and work world; and, how priorities will affect career choice; understand abilities, interests and values.

Career education and planning represented a strikingly strong need area over that of educational planning. Self-evaluation and understanding dominated at the moderate need level.

Most Decatur students spent a full semester and in many cases, a full year, concentrating on self-evaluation and self-assessment within the parameters of career planning and self-directed career guidance. The experiential emphasis provided "hands on" experience to help the students test out their interests and abilities. The Self-Observation-Scale data supports the contention that EBCE students changed their career orientation, choices, and planning abilities. The post-test data from the Career Guidance Needs Index Survey indicates that two areas clearly differentiated the EBCE from the control student. These two areas were:

- *To do an in-depth exploration of jobs which relate to my interests and abilities.*
- *To have actual on-the-job experience to know what it is like to be employed.*

At pre-testing, both cohorts of students demonstrated strikingly similar moderate level needs in these areas. However, at post-testing, the EBCE student evidenced little or no need in this area while the control student reported significantly stronger needs in these areas. Specifically, the EBCE student need score in regard to doing an in-depth exploration of jobs was 1.25 (moderate need) at pre-testing, declining to .93 at post-testing evidencing fewer career guidance needs in this area. Control students evidenced the same moderate need at pre-testing ($\bar{x}$ = 1.30) but evidenced a significant gain in need by post-testing ($\bar{x}$ = 1.50). Somewhat similarly, EBCE and control students evidenced moderate needs regarding actual on-the-job experience (control student need slightly higher). At post-testing, however, the EBCE student need in this area had significantly declined while the control students need had increased.

Of interest generally was the finding that Decatur control student needs at pre-testing were stronger than the EBCE student needs. Comparatively at post-testing, students evidenced more similar career needs. This trend indicates that the students' needs did change, however, in different directions. Greatest change documented by the control students was in the earlier stages of career planning, i.e., self examination, self understanding, relationship of self to education,

etc. Greatest change documented by the EBCE students was in more intermediate stages of career planning, i.e., relating values to career choices, knowing about careers, career training, and career selection. Table 6.f.1.17 presents these data.

6.f.1.5 Structured Student Interview Data

While on-site observing EBCE in process, EMS interviewed twelve EBCE students. Ten out of the twelve students were seniors and two were juniors. For all twelve students, it was their first year to participate in EBCE. These results dominated the findings:

- Most students found out about EBCE as result of the auditorium presentations. Others were approached and sold on EBCE by friends; no student was advised to take EBCE by guidance faculty.
- Every student entered EBCE in order to explore careers and to find out where their interests and abilities best apply in the career world.
- Most students felt that they had received little or no assistance from their home high school counselors in the areas of career planning.
- Most students found the competencies a necessity but far too long to complete; students agreed, however, that the life skills represented by the competencies were void in the regular high school curricula.
- All but one student would take EBCE again if they had it to do over; one-half of the students thought they could benefit from two years of EBCE.
- In terms of what courses students missed at their home high school, students named courses such as: music, art, accounting.
- Most students indicated an interest in having more speakers to the EBCE class from a broader range of occupations.
- EBCE students felt that counselors are uninformed and/or misinformed about the EBCE project.
- Most students evaluated their academic skills to have stayed the same while rating their planning skills, self-direction skills, and independence levels at higher ability or performance levels.
- Nine students felt that more learning levels should be required and that students should be forced to explore five careers all in different occupational clusters.

Table 6.f.1.17

MEAN DIFFERENCE RATINGS GIVEN TO
SPECIFIC CAREER GUIDANCE NEEDS INDICES

DECATUR PRE-POST ANALYSES

Question	Respondent	PRE* n	PRE* Mean	PRE* t-Test**	POST* n	POST* Mean	POST* t-Test**	Change in Mean
To understand my abilities, interests, and values.	EBCE	47	1.17		32	1.02		- .15
	CONTROL	17	1.37	-1.00	17	1.01	.07	- .36
To know more about my strengths and weaknesses.	EBCE	45	1.20		31	.92		- .28
	CONTROL	18	1.30	- .52	17	.90	.14	- .40
To better understand my standardized test scores.	EBCE	45	1.23		28	.92		- .31
	CONTROL	15	1.30	- .32	16	.84	.50	- .46
To learn how to make decisions and set educational goals.	EBCE	46	1.04		32	1.03		- .01
	CONTROL	16	1.24	-1.23	18	1.01	.13	- .23
To know more high school graduation requirements.	EBCE	42	.89		26	.72		- .17
	CONTROL	15	.84	.29	15	.66	.42	- .18
To select courses appropriate to my educational goals, interests, and abilities.	EBCE	45	1.11		31	.95		- .16
	CONTROL	18	1.23	- .74	18	.86	.55	- .37
To know how the courses I am taking relate to my plans after high school.	EBCE	45	1.19		31	.98		- .21
	CONTROL	18	1.30	- .57	18	1.11	- .73	- .19
To know about financial aids for education after high school.	EBCE	44	1.16		25	1.20		.04
	CONTROL	14	1.31	- .63	16	1.20	.01	- .11
To become more aware of educational alternatives after high school.	EBCE	44	1.12		31	1.02		- .10
	CONTROL	16	1.45	-1.63	19	.89	.81	- .56
To become more aware of career training offered in my high interest areas.	EBCE	44	1.14		31	1.16		.02
	CONTROL	16	1.26	- .77	20	1.22	- .35	- .04
To know how things that are important to me affect my career choice.	EBCE	44	1.19		32	1.01		- .18
	CONTROL	16	1.15	.22	17	1.15	- .83	0

Table 6.f.1.17 (cont'd)

MEAN DIFFERENCE RATINGS GIVEN TO
SPECIFIC CAREER GUIDANCE NEEDS INDICES

DECATUR PRE-POST ANALYSES

Question	Respondent	PRE* n	PRE* Mean	PRE* ** t-Test	POST* n	POST* Mean	POST* ** t-Test	Change in Mean
To know more about possible careers in the world of work.	EBCE	45	1.33		31	1.03		- .30
	CONTROL	18	1.23	.49	18	1.16	- .82	- .07
To do an in-depth exploration of jobs which relate to my interests and abilities.	EBCE	47	1.25		31	.93		- .32
	CONTROL	18	1.30	- .22	18	1.50	-3.07	.20
To have actual on-the-job experience, to know what it is like to be employed.	EBCE	44	1.17		31	.95		- .22
	CONTROL	17	1.25	- .43	16	1.44	-2.20	.19
To develop a flexible career plan.	EBCE	43	1.13		31	1.19		.06
	CONTROL	16	1.21	- .45	17	1.07	.65	- .14
To know how to apply and interview for jobs.	EBCE	44	1.02		30	.82		- .20
	CONTROL	15	1.02	0	18	.91	- .50	- .11
To obtain part-time and/or summer work related to my career selection.	EBCE	42	1.29		30	1.16		- .13
	CONTROL	17	1.51	- .91	17	1.33	- .60	- .18
To communicate better with others, particularly adults.	EBCE	44	1.00		31	.94		- .06
	CONTROL	17	1.19	- .86	18	.93	.06	- .26

*Scale:
- High Priority - Unmet Need = 2.00 - 3.00
- High Priority - Partially Met Need = 1.50 - 2.00
- Moderate Priority - Unmet Need = 1.25 - 1.50
- Moderate Priority - Partially Met Need = 1.00 - 1.25
- Low Need = .75 - 1.00

**Significant at ±2.42 level.

- One-half of the students felt that this course should be mandatory not optional and that it deserves two full credits.

- Many students felt that this course would benefit all students but particularly those in two categories:

  - Students who have no idea of any career in which they have moderate or high interest; and,

  - Students who are definite or certain about what they want to do.

- It is worth noting that three students asked that the high schools offer a mandatory coping skills class prior to graduation.

- Many students requested that the competencies be maintained but that they be developed specific to or applied to the career area under study by the student.

6.f.1.6 Phone Interview Data on Early Leavers/Dropouts

Midway through the academic year EMS received a list of the mid-term dropouts or early leavers from EBCE. While all ten were contacted by phone, just five students participated in the phone interview. The remaining five were either unreachable or were not interested in cooperating.

because it was premature of them to select career interest areas for study. These students went back to high school and enrolled in "Search for Self" courses. Other students, on the contrary, saw EBCE as better suited to younger students, say, perhaps 9th-10th graders.

Four out of the five students reported that they initiated the option of EBCE, i.e., their high school counselors had not and apparently were not going to recommend EBCE. These students had heard of EBCE through friends at school.

The main reason students left EBCE was their dislike for the paper work and competencies, i.e., "buying a house", buying a car", etc. These students felt that the competencies should represent one part of the high school curricula, i.e., Lifeskills for example, and that EBCE - Exploring Careers should represent another separate course.

Two students perceptively commented on the funding problem. That is, because EBCE is housed in the Vocational Center, the feeder high schools lose one-half day funding when they refer to EBCE; these students believed that EBCE should not cause competition between vocational and regular education and that EBCE should be a part of the high school curricula.

All five students felt that they gained something by attending EBCE with many recommending EBCE to be mandatory for sophomores and juniors in subsequent school years.

No student felt as though they had received adequate counseling from their high school guidance division.

The most highly rated dimension of EBCE was that of interacting and dealing with the community resources.

6.f.2 THE PROJECT'S JOLIET EBCE SITE

This section presents the data collected at the Joliet EBCE site. Included are discussions on numerous measures of student outcomes and assessments specific to the attitudes of parents.

The Joliet School District has adopted the goals of the Far West Regional Educational Laboratory's EBCE program; these can be categorized in the following way:

[Students are expected to] --

- Plan - not only about their long-range futures, but about how they intend to accomplish more immediate goals and tasks.
- Be Self-Reliant - able to set their own goals; plan activities; manage their time and other resources; work independently; recognize when they need help and how to seek it; evaluate their own behavior and learn from it; and accept the consequences of their own decisions and actions.
- Interact With Adults As Equals - know what is expected of them as adults; be able to communicate on an adult level, to make and keep realistic commitments, and have reasonable expectations of others.
- Make Realistic and Satisfying Career Choices - be more informed about career options and requirements and more aware of their own values, needs, goals, strengths, and limitations.
- Become Independent Learners - able to identify what is worth learning; to identify and use effective sources and methods of acquiring information; and to analyze, evaluate, and incorporate new information into their own knowledge and experience base.

Joliet operated EBCE on two different school campuses within the administrative structure of vocational division of the high school system.

General program statistics, listed below, are provided as an orientation to the Joliet EBCE program.

As these data indicate, a high of 91 students participated in the program in its second year of operation. Nearly one-half of the student population in 1978-79 were minorities and greater than 50 percent were females.

JOLIET PROGRAM

GENERAL CHARACTERISTICS OF THE EBCE STUDENT POPULATION: GRADE LEVEL, SEX, AND ETHNIC ORIGIN

School Site	Student Enrollment											
	1976-1977				1977-1978				1978-1979			
	10	11	12	Total	10	11	12	Total	10	11	12	Total
East		1	7	8		13	16	29		15	12	27
West		1	17	18	1	6	10	17		5	2	7
Central		5	15	20		10	35	45		12	23	35
Totals				46				91				69

Population Characteristics - 1978-79

Sex:	n	%
Female	38	55.07
Male	31	44.93

Ethnic Origin:	n	%
Black	29	42.03
Hispanic	4	5.80
Asian	-	-
Caucasian	36	52.17

Joliet students and parents responded to these evaluative measures:

- 1978 student follow-up of 1977 and 1978 students.
- Pre and post student attitudes and student plans.
- Pre and post self observation scale (students and parents).
- Pre and post career guidance needs index survey (students and parents).
- On-site structured student interviews.
- Dropout/early leaver structured interviews.

Data have been analyzed specific to these measures and the results discussed according to each assessment measure.

6.f.2.1 1978 Joliet Student Follow-Up of 1978 and 1977 Program Graduates

Tables 6.f.2.1 through 6.f.2.4 present the Joliet student follow-up data. Table 6.f.2.1 indicates that a majority of EBCE program graduates (70%) planned school full-time or part-time. However, many of these students, while in school, were not enrolled in a specific program. Over one-half (52%) indicate higher education of some type, two year colleges claiming 30 percent of this group. The enrollment in vocational technical programs was negligible.

Table 6.f.2.2 shows that a direct positive relationship existed between the amount of assistance received and the provider of the assistance. EBCE coordinators and resources gave the most amount of career planning help with teachers and counselors providing either no or minimal assistance.

When students were asked to evaluate selected EBCE outcomes, the most favorably received was that of contacting adults to gain information they need. Over half of the students credited EBCE with this outcome. The vast majority of students felt that participating in EBCE was more enjoyable than participating in the regular high school curricula only. At least one-half of the respondents reported that they were better able to plan for their immediate and long-range future and that they can make more effective decisions. Least favorably rated was the outcome .. "EBCE motivated me to further my education after high school." (Refer to Table 6.f.2.3 for these data.)

Table 6.f.2.4 provides student assessment of specific high school need areas and indication of who provided assistance. Joliet students reported incredibly strong needs

Table 6.f.2.1

FOLLOW-UP SURVEY
JOLIET EBCE PARTICIPANTS, FIRST/SECOND YEARS OF EBCE

STUDENT POSTSECONDARY PLANS
1978 FALL FOLLOW-UP

JOLIET
N/R = 38

Items:	N	%
What are you doing this Fall?		
Going to school, but not working	10	22.7
Mostly going to school, but working part-time	21	47.7
Mostly working, but going to school part-time	2	4.5
Working, not going to school	3	6.8
Other activities (instead of going to school or working)	2	4.5
In what kind of educational program are you enrolled in this Fall?		
None	13	29.5
Apprenticeship or on-the-job training	2	4.5
Vocational, technical, or business school	--	--
Technical or vocational courses at a junior college or community college	3	6.8
Academic courses at a junior or community college	13	29.5
Four-year college or university	5	11.4
Other educational program	2	4.5
Don't know	--	--

Table 6.f.2.2

FOLLOW-UP SURVEY
JOLIET EBCE PARTICIPANTS, FIRST/SECOND YEARS OF EBCE

STUDENT PERCEPTIONS OF CAREER EDUCATION GUIDANCE
RECEIVED FROM HIGH SCHOOL STAFF

1978 FALL FOLLOW-UP

JOLIET
N/R = 38

Item:

Please rate how much assistance you were given in high school in the area of career education and planning from each of the following type of staff:

HOW MUCH ASSISTANCE DID YOU RECEIVE?

	None		Somewhat		A Lot		Quite A Lot	
	N	%	N	%	N	%	N	%
High School Teachers/Principal	8	18.2	15	34.1	7	15.9	1	2.3
High School Counselor	7	15.9	17	38.6	5	11.4	2	4.5
EBCE Learning Coordinators/ Staff	2	4.5	9	20.5	12	27.3	10	22.7
EBCE Community Resources	2	4.5	10	22.7	11	25.0	12	27.3
Totals	19	15	51	39	35	27	25	19

Table 6.f.2.3

FOLLOW-UP SURVEY
JOLIET EBCE PARTICIPANTS, FIRST/SECOND YEARS OF EBCE

STUDENT ASSESSMENT OF SELECTED EBCE OUTCOMES
1978 FOLLOW-UP

JOLIET
N/R = 38

Item:	$\bar{x}$	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
Participating in EBCE was more enjoyable than participating in the regular school program.....	3.2	2	4.5	3	6.8	12	27.3	14	31.8
EBCE motivated me to further my education after high school.....	2.3	5	11.4	11	25.0	15	34.1	--	--
I am more comfortable contacting adults to gain information I need as result of being in EBCE.....	3.0	4	9.1	5	11.4	24	54.5	11	25.0
If I were in high school now, I would enroll in EBCE again.....	3.0	2	4.5	8	18.2	8	18.2	13	29.5
As a result of participating in EBCE, I manage my time and am better able to plan for the immediate and long-range future.....	2.6	7	15.9	8	18.2	18	40.9	5	11.4
I am better able to make decisions and plan for myself as result of participating in EBCE.....	2.7	4	9.1	7	15.9	21	47.7	3	6.8

Table 6.1.2.4

1978 EBCE STUDENT FOLLOW-UP

STUDENT ASSESSMENT OF HIGH SCHOOL NEEDS AND PERSONS WHO PROVIDED GUIDANCE OR GENERAL ASSISTANCE

JOLIET
N/R = 38

In high school, I consider this area:							Who helped you?								
Unimportant		Somewhat Important		Very Important		CAREER GUIDANCE NEED AREAS:	Community Resource	Counselors	EBCE Staff	Friends	Pd. Employment	Parents	Regular Teachers	Other	No Assistance Received
N	%	N	%	N	%		N	N	N	N	N	N	N	N	N
2	4.5	8	18.2	22	50.0	Understanding my abilities, interests, and values.	9	1	12	11	10	21	10	9	13
2	4.5	7	15.9	18	40.9	Knowing more about my strengths and weaknesses.	4	5	14	12	4	20	10	4	10
6	13.6	17	38.6	4	9.1	Better understanding my standardized test scores.	2	14	11	1	1	14	11	4	21
1	2.3	6	13.6	21	47.7	Learning how to make decisions and set educational goals.	5	13	21	2	0	23	10	1	13
8	18.2	12	27.3	8	18.2	Knowing more about high school graduation requirements.	1	26	2	4	1	14	19	3	10
1	2.3	6	13.6	22	50.0	Selecting courses appropriate to my educational goals, interests, and abilities.	7	18	8	4	0	8	8	2	2
2	4.5	13	29.5	25	56.8	Knowing how the courses I am taking relate to my plans after high school.	3	16	17	2	0	11	4	1	10
6	13.6	19	43.2	15	34.1	Knowing about financial aids for education after high school.	0	15	15	1	1	7	2	6	12
4	9.1	13	29.5	23	52.3	Becoming more aware of educational opportunities after high school.	9	12	20	2	1	0	1	6	11
		7	15.9	31	70.5	Becoming aware of career training offered in my high interest areas.	16	6	27	7	1	3	2	5	5
1	2.3	4	9.1	23	52.3	Knowing more about possible careers and the world of work.	13	6	25	4	1	1	1	3	1
		8	18.2	20	45.5	Doing an in-depth exploration of jobs which relate to my interests and abilities.	17	2	27	1	1	0	0	3	2
33	9	120	31	232	60	Totals Totals	86	134	198	51	21	132	78	49	110

Table 6.f.2.4 (cont'd)

1978 EBCE STUDENT FOLLOW-UP

STUDENT ASSESSMENT OF HIGH SCHOOL NEEDS AND PERSONS WHO PROVIDED GUIDANCE OR GENERAL ASSISTANCE

JOLIET
N/R = 38

In high school, I consider this area:							Who helped you?								
Unimportant		Somewhat Important		Very Important		CAREER GUIDANCE NEED AREAS:	Community Resource	Counselors	EBCE Staff	Friends	Pd. Employment	Parents	Regular Teachers	Other	No Assistance Received
N	%	N	%	N	%		N	N	N	N	N	N	N	N	N
1	2.3	8	18.2	20	45.5	Having actual on-the-job experience to know what it is like to be employed.	18	0	11	0	12	4	1	3	1
		8	18.2	20	45.5	Developing a flexible career plan.	7	13	22	7	11	5	2	2	8
		10	22.7	25	56.8	Knowing how to apply and interview for jobs.	17	12	37	12	6	7	12	6	2
9	20.5	17	38.6	6	13.6	Obtaining part-time and/or summer work related to my career selection.	5	3	5	11	3	6	8	6	20
7	15.9	8	18.2	19	43.2	Improving my ability to communicate with adults.	15	3	22	12	5	13	9	2	2
17	11	51	33	85	56	Totals Totals	62	31	97	43	37	35	32	19	33

(6) page 50

across most of the guidance areas. Career planning needs were stronger than were educational course planning, test interpretation, or school selections. The most important areas were related to the preparedness of post-high school career/job plans. The findings dominated the results:

- Greatest need was awareness of career training in students' interest area -- EBCE staff and community resource overwhelmingly provided assistance in this area.
- Relating high school courses to future plans was also important to students -- EBCE staff and high school counselors provided guidance followed by parents and self-help.
- Awareness of educational opportunities after high school ranked highly -- EBCE staff provided guidance, followed by high school counselors and self-help.
- Knowing how to apply and interview for jobs also scored highly as a need -- a number of sources provided help here including EBCE staff, followed by community resource, teachers and counselors, and friends. High school graduation requirements were deemed least important.

6.f.2.2 Pre/Post Student Attitudes and Plans

Tables 6.f.2.5 and 6.f.2.6 present data on the 1978-79 EBCE student plans prior to and after EBCE. One of the biggest differences in the students' self report of plans one year after high school was, at pretesting, eleven percent of the students had no postsecondary plans while at post testing, no student was ambiguous about his/her postsecondary plans. In addition, more students reported planning to attend a postsecondary educational program than occurred at pre testing.

In terms of the kind of educational program with which the students planned to participate, at pre testing, 26 percent reported a four year college, 19 percent were ambiguous (did not know), 15 percent planned for 2 year junior/community colleges, and 13 percent said apprenticeship or job training. In five years, 48 percent of the students saw a professional career as opposed to "blue collar" occupational status. (Refer to Table 6.f.2.7.) At post testing, no ambiguity was documented by EBCE students about their post high school plans (i.e., contrary to pre testing, all students evidenced structured plans). In addition, more EBCE students planned to receive a higher education than prior to EBCE. Furthermore, more EBCE students planned technical, vocational or trade training programs.

Table 6.f.2.5

ATTITUDES/PLANS SURVEY - JOLIET

STUDENT POSTSECONDARY PLANS, ONE AND FIVE YEARS
JOLIET PRE-ASSESSMENT

(Number Responding = 62)

ITEMS:		
What are your plans for one year after high school	N	%
Going to school but not working	5	8.1
Mostly going to school, but working part-time	33	53.2
Mostly working, but going to school part-time	10	16.1
Working, not going to school	7	11.3
Other activities instead of going to school or working *(Please specify)*	-	
Don't know	7	11.3
What are your plans for five years after high school?		
Going to school, but not working	1	1.6
Mostly going to school, but working part-time	13	21.0
Mostly working, but going to school part-time	7	11.3
Working, not going to school	32	51.6
Other activities instead of going to school or working *(Please specify)*	1	1.6
Don't know	8	12.9

Table 6.f.2.6

ATTITUDES/PLANS SURVEY - JOLIET

STUDENT POSTSECONDARY PLANS, ONE AND FIVE YEARS
JOLIET POST-ASSESSMENT

(Number Responding = 39)

ITEMS		
What are your plans for one year after high school?	N	%
Going to school but not working	3	7.5
Mostly going to school, but working part-time	23	57.5
Mostly working, but going to school part-time	3	7.5
Working, not going to school	3	27.5
Other activities instead of going to school or working (Please specify)	--	
Don't know	--	
What are your plans for five years after high school?		
Going to school, but not working	1	2.6
Mostly going to school, but working part-time	11	28.2
Mostly working, but going to school part-time	5	12.5
Working, not going to school	18	46.2
Other activities instead of going to school or working (Please specify)	1	2.6
Don't know	3	7.7

Table 6.f.2.7

ATTITUDES/PLANS SURVEY - JOLIET

STUDENT POSTSECONDARY PROGRAM SELECTIONS
JOLIET PRE-ASSESSMENT

(Number Responding = 62)

ITEMS	N	%
In what kind of educational program do you plan to be enrolled one year after high school?		
None	5	8.1
Apprenticeship or on-the-job training	8	12.9
Vocational, technical, trade or business school	3	4.8
Technical or vocational courses at a junior college or community college	9	14.5
Academic courses at a junior or community collete	6	9.7
Four year college or university	16	25.8
Other educational program	1	1.6
Don't know	12	19.4
Didn't answer	2	3.2
In five years in which of the following areas are you most likely to be working or preparing to work?		
CLERICAL, *such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent*	2	3.2
CRAFTSMAN *such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter*	3	4.8
FARMER, FARM MANAGER	-	-
HOMEMAKER OR HOUSEWIFE	2	3.2
LABORER *such as construction worker, car washer, sanitary worker, farm laborer*		
MANAGER, ADMINISTRATOR *such as sales manager, office manager, school administrator, buyer, restaurant manager, government official*	3	4.8
MILITARY *such as career officer, enlisted man or woman in the armed forces*	2	3.2
OPERATIVE *such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver, gas station attendant*	2	3.2
PROFESSIONAL *such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress*	30	48.4
PROPRIETOR OR OWNER *such as owner of a small business, contractor, restaurant owner*	2	3.2
PROTECTIVE SERVICE *such as detective, policeman or guard, sheriff, fireman*	3	4.8
SALES *such as salesman, sales clerk, advertising or insurance agent, real estate broker*	1	1.6
SERVICE *such as barber, beautician, practical nurse, private household worker, janitor, waiter*	2	3.2
TECHNICAL *such as draftsman, medical or dental technician, computer programmer*	4	6.5

Table 6.f.2.8

ATTITUDES/PLANS SURVEY - JOLIET

STUDENT POSTSECONDARY PROGRAM SELECTIONS
JOLIET POST-ASSESSMENT

(Number Responding = 39)

ITEMS	N	%
In what kind of educational program do you plan to be enrolled one year after high school?		
None	4	10
Apprenticeship or on-the-job training	6	15
Vocational, technical, trade or business school	4	10
Technical or vocational courses at a junior college or community college	3	7.5
Academic courses at a junior or community college	13	32.5
Four year college or university	7	17.5
Other educational program	2	5
Don't know	1	2.5
Didn't answer	--	
In five years in which of the following areas are you most likely to be working or preparing to work?		
CLERICAL, *such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent*	3	7.5
CRAFTSMAN, *such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter*	--	
FARMER, FARM MANAGER	--	
HOMEMAKER OR HOUSEWIFE	1	2.5
LABORER, *such as construction worker, car washer, sanitary worker, farm laborer*	2	5
MANAGER, ADMINISTRATOR, *such as sales manager, office manager, school administrator, buyer, restaurant manager, government official*	3	7.5
MILITARY, *such as career officer, enlisted man or woman in the armed forces*	1	2.5
OPERATIVE, *such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver, gas station attendant*	2	5
PROFESSIONAL, *such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress*	21	52.5
PROPRIETOR OR OWNER, *such as owner of a small business, contractor, restaurant owner*	2	5
PROTECTIVE SERVICE, *such as detective, policeman or guard, sheriff, fireman*	1	2.5
SALES, *such as salesman, sales clerk, advertising or insurance agent, real estate broker*	2	5
SERVICE, *such as barber, beautician, practical nurse, private household worker, janitor, waiter*	--	
TECHNICAL, *such as draftsman, medical or dental technician, computer programmer*	2	5

EBCE students in the next item of the attitudes/plans pre/post sequence were asked to evaluate learner outcomes. At pre testing, the regular school program was most helpful in teaching communication skills among peers and thinking through/solving problems. Career knowledge was lacking and the ability to communicate with adults might have been stronger.

These learned skills and abilities were used by students in most areas except "being informed about career options." (Refer to Table 6.f.2.9.) At post testing, students rated the learner outcomes far more favorably with career knowledge strongly credited to EBCE as an important outcome. Communicating with adults and the students' listening and speaking skills were positively credited to EBCE outcomes.

Most importantly, EBCE students at post testing saw far greater application of the learner outcomes in terms of planning, being independent, setting individual goals, and managing time. To summarize, students credited EBCE, but not the regular curricula, with vastly improved career knowledge, communication, and problem-solving skills. The students also saw greater applicability of these outcomes to planning their immediate and long-range futures. (Contrast Table 6.f.2.9 with 6.f.2.10.)

As a final item on the attitudes/plans surveys, students were asked to share their attitudes toward the general high school curricula at pre testing and EBCE at post testing. The overwhelming response was that high school strengthens persons in the area of interpersonal relationships, i.e., the social arena (78%). Another 69% feel that school is a vehicle for college entrance. As a preparation for post-school work or other plans it is not as helpful, especially when the student has trouble deciding what to do. Overall, however, the students questioned like the regular school program. (Refer to Table 6.f.2.11.) At post testing, nearly all students reported that EBCE prepared them for work and helped them to decide what they wanted to do post high school. Perhaps of greater import was that Joliet students credit EBCE students with helping to understand themselves better.

Students strongly preferred the EBCE program over the general high school curricula. A good one-third of students prior to EBCE felt school was not adequately preparing them for school or work nor was it helping them to become better decision-makers or understand themselves better. Clearly these students' attitudes have changed (from pre to post EBCE).

Table 6.f.2.9

ATTITUDES/PLANS SURVEY - JOLIET

STUDENTS PERCEPTIONS OF LEARNER OUTCOMES AND APPLIED KNOWLEDGE
JOLIET PRE-ASSESSMENT

(Number Responding = 65)

How much did you learn while you were in the regular school program, in the area of:	Not At All		A Little		Some		A Lot		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	
a. Career Knowledge	9	13.8	25	38.5	23	35.4	6	9.2	2.4
b. Ability to communicate with other students	3	4.6	10	15.4	31	47.7	21	32.3	3.0
c. Ability to communicate with adults	6	9.2	17	26.2	29	44.6	13	20.0	2.7
d. Listening and speaking skills	2	3.1	17	26.2	30	46.2	16	24.6	2.9
e. Thinking through and solving problems	1	1.5	14	21.5	30	46.2	20	30.8	3.0
How much do you feel you used your learned skills and abilities in the area of:									
a. Planning ahead for both short and long term activities	2	3.1	25	38.5	29	44.6	9	13.8	2.6
b. Being able to set your own goals	2	3.1	17	26.2	29	44.6	17	26.2	2.9
c. Manage your time effectively	2	3.1	16	24.6	37	56.9	10	15.4	2.8
d. Being informed about career options	7	10.8	22	33.8	26	40.0	10	15.4	2.6
e. Becoming independent learners	4	6.2	11	16.9	35	53.8	15	23.1	2.9
f. Tolerating ideas and backgrounds of people different from your own	3	4.6	15	23.1	27	41.5	20	30.8	2.9

Table 6.f.2.10

ATTITUDES/PLANS SURVEY - JOLIET

STUDENTS PERCEPTIONS OF LEARNER OUTCOMES AND APPLIED KNOWLEDGE
JOLIET POST-ASSESSMENT

(Number Responding = 39)

How much did you learn while you were in the EBCE Program in the area of:	1 Not At All		2 A Little		3 Some		4 A Lot		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	
a. Career Knowledge	--	--	2	5.1	11	28.2	26	66.7	3.615
b. Ability to communicate with other students	--	--	4	10.3	14	35.9	21	53.8	3.436
c. Ability to communicate with adults	--	--	3	7.7	11	28.2	25	64.1	3.564
d. Listening and speaking skills	1	2.6	4	10.3	18	46.2	16	41.0	3.256
e. Thinking through and solving problems	3	7.7	1	2.6	20	51.3	15	38.5	3.205
How much do you feel you used your learned skills and abilities in the area of:									
a. Planning ahead for both short and long term activities	1	2.6	4	10.3	18	46.2	16	41.0	3.256
b. Being able to set your own goals	--	--	2	5.1	16	41.0	21	53.8	3.487
c. Manage your time effectively	--	--	2	5.1	18	46.2	19	48.7	3.436
d. Being informed about career options	--	--	1	2.6	17	43.6	21	53.8	3.513
e. Becoming independent learners	1	2.6	2	5.1	15	38.5	21	53.8	3.436
f. Tolerating ideas and backgrounds of people different from your own	1	2.6	3	7.7	19	48.7	16	41.0	3.282

Table 6.f.2.11

ATTITUDES/PLANS SURVEY - JOLIET

STUDENT ATTITUDES TOWARD THE REGULAR HIGH SCHOOL PROGRAM
JOLIET PRE-ASSESSMENT

(Number Responding = 65)

How did your high school program assist you?	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	
The school helped to prepare me for work	1	1.5	24	36.9	32	49.2	7	10.8	2.7
The school helped to prepare me for college	2	3.1	18	27.7	30	46.2	15	23.1	2.8
The school helped me to decide what I want to do after high school	5	7.7	24	36.9	26	40.0	9	13.8	2.6
The school helped me to better understand myself	5	7.7	16	24.6	35	53.8	8	12.3	2.7
The school helped me to get along better with others	6	9.2	8	12.3	31	47.7	20	30.8	3.0

	Strongly Dislike				Like				Strongly Like		Mean
	N	%	N	%	N	%	N	%	N	%	$\bar{x}$
How did you like the regular school program?	-	-	12	18.5	36	55.4	14	21.5	1	1.5	3.1

Table 6.f.2.12

ATTITUDES/PLANS SURVEY - JOLIET

STUDENT ATTITUDES TOWARD THE REGULAR HIGH SCHOOL PROGRAM
JOLIET POST-ASSESSMENT

(Number Responding = 39)

How did your high school program assist you?	1 Strongly Disagree		2 Disagree		3 Agree		4 Strongly Agree		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	
The EBCE program helped to prepare me for work	1	2.6	2	5.1	28	71.8	8	20.5	3.103
The EBCE program helped to prepare me for college	1	2.6	8	20.5	21	53.8	9	23.1	2.974
The EBCE program helped me to decide what I want to do after high school	1	2.6	4	10.3	21	53.8	13	33.3	3.179
The EBCE program helped me to better understand myself	1	2.6	3	7.7	20	51.3	15	38.5	3.256
The EBCE program helped me to get along better with others	1	2.6	4	19.3	18	46.2	16	41.0	3.256

	Strongly Dislike				Like				Strongly Like		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	N	%	
How did you like the EBCE program?	1	2.6	--		9	26.5	13	38.2	11	28.2	3.971

6.f.2.3 Pre and Post Self Observation Scale

EBCE students and their parents responded to a pre/post rating scale on a series of items intended to measure five constructs: realistic, independent learner, self-reliance, planning, and interaction with adults. Comparable students and their parents served as a control against maturational growth. The control students were selected based on matched class ranks.

As shown in Table 6.f.2.13, at pre testing EBCE and control students rated themselves significantly different on three sub scales, these were: independent learning, self-reliance, and interaction with adults. On each of these three sub scales, EBCE students rated themselves significantly less effective than did control students. Parents, on the other hand, did not rate the control students any different from the EBCE students.

At post testing, students and parents rated the behavioral scales in significantly greater agreement. In all cases, EBCE students evidenced more gain than did the control students.

Comparing pre to post, EBCE students documented self-growth in these areas (high to low): interaction with adults, planning, self-reliance, independent learner, and realistic. Control students documented the most growth on the realistic scale, however, no significant growth was reported pre to post.

EBCE parents rated their son/daughter as improved on each sub scale except interaction with adults. Compared to EBCE parents, control parents rated their son/daughter less favorably on every sub scale.

6.f.2.4 Career Guidance Needs Index Survey

A career education and guidance needs survey was administered pre/post to EBCE students and control students in order to ascertain the students' career guidance/education index prior to and after participating in EBCE. EMS believed that because of EBCE's direct emphasis on career planning and self-understanding, EBCE students would report much different career guidance needs at post testing compared to the control cohort of matched ranked non-EBCE students.

At pre testing, these findings dominated the results of the career guidance needs index:

- In terms of who assisted students with career planning, in contrast to Decatur, parents and friends assisted the most Joliet students; followed by school teachers, siblings, someone interviewed or observed. High school

Table 6.f.2.13

MEAN RATINGS AND SIGNIFICANCE LEVELS ON THE STUDENT SELF OBSERVATION SCALE AS RATED BY STUDENTS AND PARENTS

JOLIET EBCE VERSUS JOLIET CONTROL

	PRE			POST			
Variable	Respondent	Mean	Student's t*	Respondent	Mean	Student's t*	Change in Mean**
Realistic	Parent EBCE	3.86	.50	Parent EBCE	3.93	2.51	.07
	Parent Control	3.76		Parent Control	3.34		- .42
	Student EBCE	3.54	-1.93	Student EBCE	3.88	.03	.34
	Student Control	3.71		Student Control	3.87		.16
Independent Learner	Parent EBCE	3.78	- .54	Parent EBCE	3.88	1.11	.10
	Parent Control	3.87		Parent Control	3.60		- .27
	Student EBCE	3.59	-2.73	Student EBCE	3.94	.79	.35
	Student Control	3.82		Student Control	3.90		.08
Self-Reliance	Parent EBCE	3.81	.79	Parent EBCE	3.84	1.75	.03
	Parent Control	3.67		Parent Control	3.44		- .23
	Student EBCE	3.49	-3.09	Student EBCE	3.92	1.13	.43
	Student Control	3.74		Student Control	3.83		.09
Planning	Parent EBCE	3.68	.95	Parent EBCE	3.79	1.91	.11
	Parent Control	3.51		Parent Control	3.39		- .13
	Student EBCE	3.35	-2.09	Student EBCE	3.83	1.61	.48
	Student Control	3.62		Student Control	3.64		.02
Interaction With Adults	Parent EBCE	3.75	- .30	Parent EBCE	3.68	.27	- .07
	Parent Control	3.81		Parent Control	3.62		- .19
	Student EBCE	3.29	-2.73	Student EBCE	3.85	2.16	.56
	Student Control	3.57		Student Control	3.62		.05

* Significant at the ±2.40 level.

** Change from Pre to Post Mean.

Scale: 1 = Applies to student - never.
5 = Applies to student - all of the time.

(9) page 62

counselors assisted poorly compared to the others above, almost as little as a visitor to the school or clergy.

- Counseling services were available in all areas but over half did not seek financial aid assistance; between 1/3 and 1/2 did not seek assistance in a number of other areas. More students indicated "not helpful" or "not consulted" than any other heading. However, in totaling the "very helpful" and "helpful" responses, the areas of financial aid assistance, employment opportunities, and surprisingly, matching up colleges with students' qualifications and interests resulted in the least favorable ratings.

- These cohorts provided career guidance assistance: parents, school teachers, school counselor, friends, someone interviewed/observed, siblings (in order of assistance). As compared to the EBCE group, counselor gave much more assistance to control students than that reported by EBCE students.

- It seems that a higher percentage of control students did not make use of services available at the school. The only 2 areas where assistance was greater than non-consultation were: matching colleges to qualifications and abilities, and finding out where to train for a job/occupation.

- In general, control students felt better served by the high school guidance offices than did EBCE students; in particular, fewer control students sought out consultation and service.

- When both EBCE and control students were given guidance services or career planning help, they rated the quality of the services received comparably. (Refer to Tables 6.f.2.14 and 6.f.2.15 for these data.)

When EBCE and control students responded to specific need statements in terms of degree of need, these findings emerged at pre testing:

- Ironically, EBCE students felt the strongest need to know about financial aid options -- these same students had not taken advantage of services in this area. Other areas of high need are "on-the-job" experience in employment and obtaining part-time/summer employment related to career/job plans or opportunities as opposed to narrow high school problems.

- Generally, control students did not seem as pressed in their responses (e.g., "strong need" column had fewer responses in most areas). Possibly, the EBCE program "raised consciousness" and students felt career-oriented needs more strongly while entering in the program. In

Table 6.f.2.14

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY PRE-TEST
STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING
JOLIET EBCE (N=62)

	Amount of Help Given								
	None Sought (0)		Quite a Lot (1)		Some (2)		Not at All (3)		$\bar{X}$
	N	%	N	%	N	%	N	%	
. School Counselor	8	12.9	11	17.7	18	29.0	25	40.3	2
. School Teacher	9	14.5	12	19.4	28	45.2	12	19.4	1.7
. Friends	4	6.5	8	12.9	36	58.1	14	22.6	2
. Brothers/Sisters	8	12.9	12	19.4	25	40.3	17	27.4	1.9
. Parents	3	4.8	31	50.0	25	40.3	2	3.2	1.5
. Someone you Observed/ Interviewed	16	25.8	15	24.2	20	32.3	9	14.5	1.4
. Clergy	25	40.3	5	8.1	10	16.1	21	33.9	1.5
. Visitor to the Classroom	17	27.4	4	6.5	20	32.3	21	33.9	1.8
Totals	106	21	98	19	182	36	121	24	

	Services Consulted and:								
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
Learning how my interests and abilities fit with different jobs or occupations.	2	3.2	18	29.0	12	19.4	11	17.7	19	30.6	3.5
Finding out where to train for the job or occupation I wanted. . .	5	8.1	15	24.2	8	12.9	14	22.6	19	30.6	3.5
Placing me in a job or helping me to find employment	5	8.1	27	43.5	3	4.8	6	9.7	21	33.9	3.2
Finding out the schools or colleges I qualified for which suited my abilities and interests.	4	6.5	24	38.7	2	3.2	12	19.4	20	32.3	3.4
Finding out about costs at different schools or colleges and how to obtain financial aid . .	2	3.2	29	46.8	5	8.1	12	19.4	14	22.6	3.1
Obtaining financial aid to go to school or college.	3	4.8	35	56.5	4	6.5	6	9.7	14	22.6	2.9
Recommending fields of work likely to have expanding employment opportunities.	1	1.6	24	38.7	7	11.3	9	14.5	21	33.9	3.4
Totals	22	5	172	42	41	10	70	17	108	26	23.0

Table 6.f.2.15

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY PRE-TEST

STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING

JOLIET CONTROL (N=54)

	Amount of Help Given								
	None Sought (0)		Quite a Lot (1)		Some (2)		Not at All (3)		$\bar{X}$
	N	%	N	%	N	%	N	%	
. School Counselor	4	7.4	10	18.5	29	53.7	10	18.5	1.9
. School Teacher	2	3.7	15	27.8	25	46.3	10	18.5	1.9
. Friends	5	9.3	11	20.4	25	46.3	11	20.4	1.8
. Brothers/Sisters	4	7.4	13	24.1	22	40.7	14	25.9	1.9
. Parents	3	5.6	26	48.1	19	35.2	4	7.4	1.5
. Someone you Observed/ Interviewed	9	16.7	14	25.9	22	40.7	7	13.0	1.6
. Clergy	21	38.9	4	7.4	9	16.7	17	31.5	1.5
. Visitor to the Classroom	10	18.5	6	11.1	25	46.3	12	22.2	1.8
Totals	58	14	99	23	176	42	85	21	

					Services Consulted and:						
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
Learning how my interests and abilities fit with different jobs or occupations.	2	3.7	22	40.7	9	16.7	11	20.4	8	14.8	3.1
Finding out where to train for the job or occupation I wanted. . .	4	7.4	20	37.0	13	24.1	11	20.4	5	9.3	2.9
Placing me in a job or helping me to find employment	2	3.7	29	53.7	9	16.7	6	11.1	7	13.0	2.8
Finding out the schools or colleges I qualified for which suited my abilities and interests.	2	3.7	20	37.0	9	16.7	14	25.9	8	14.8	3.2
Finding out about costs at different schools or colleges and how to obtain financial aid . .	3	5.6	23	42.6	7	13.0	13	24.1	7	13.0	3
Obtaining financial aid to go to school or college.	3	5.6	27	50.0	6	11.1	9	16.7	8	14.8	2.9
Recommending fields of work likely to have expanding employment opportunities.	4	7.4	24	44.4	8	14.8	11	20.4	6	11.1	2.9
Totals	20	5	165	46	61	16	75	20	49	13	

any case, the mean was lower or equal with EBCE group findings for each item the control group answered with one exception: "to learn how to make decisions and set educational goals." In the latter case, 44 percent of the control compared to 35 percent of EBCE students saw "setting educational goals as a high priority." (Refer to Tables 6.f.2.16 and 6.f.2.17 for these data.)

Thus, at pre testing, strong needs were evidenced by both groups of students, particularly in areas of self-understanding, and career planning and selections. As a control on degree of need, students were asked to what degree their strong guidance needs were being met. Tables 6.f.2.18 and 6.f.2.19 display the student responses. Some important differences can be noted. Compared to control students, EBCE students reported much higher or stronger unmet needs in these areas:

- To select courses appropriate to my educational goals, interests, and abilities.
- To know more about possible careers and the world of work.
- To do an in-depth exploration of jobs which related to my interests and abilities.
- To have actual on the job experience to know what it is like to be employed.

Clearly, higher needs in these areas suffice in explaining why EBCE students enrolled in the program. However, the control students also evidenced moderate to high needs and no direct programmatic intervention was anticipated. Control students evidenced significantly higher need indices on school matter concerns, e.g., educational requirements.

In order to analyze or gauge growth (i.e., students evidencing stronger, weaker, or different needs), EMS applied a student t-test which measured the difference between student groups at pre and then again at post testing. Table 6.f.2.20, in displaying these data, indicates that few statistically different response sets were received at pre or post testing. However, across the board, Joliet EBCE students reported less intense career guidance needs at post testing, whereas the control students reported the same level need or greater level need than that reported at pre testing. In particular, these needs were substantively changed according to EBCE students:

- Understanding my values.
- Learning to make decisions and set educational goals.

Table 6.f.2.16

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY PRE-TEST
STUDENT FEELING ON DEGREE OF GUIDANCE NEEDS AT PRE-TESTING
JOLIET EBCE (N=62)

NEED:	No Need (0)		Weak Need (1)		Moderate Need (2)		Strong Need (3)		X
	N	%	N	%	N	%	N	%	
To understand my abilities, interests, and values.	4	6.5	12	19.4	24	38.7	20	32.3	2.1
To know more about my strengths and weaknesses.	8	12.9	12	19.4	22	35.5	19	30.6	1.9
To better understand my standardized test scores.	5	8.1	12	19.4	23	37.1	20	32.3	2
To learn how to make decisions and set educational goals.	5	8.1	13	21.0	22	35.5	22	35.5	2
To know more about high school graduation requirements.	25	40.3	14	22.6	11	17.7	12	19.4	1.2
To select courses appropriate to my educational goals, interests, and abilities.	4	6.5	10	16.1	17	27.4	29	46.8	2.2
To know how the courses I am taking relate to my plans after high school.	3	4.8	18	29.0	19	30.6	20	32.3	2
To know about financial aids for education after high school.	4	6.5	8	12.9	16	25.8	33	53.2	2.3
To become more aware of educational alternatives after high school.	5	8.1	11	17.7	24	38.7	20	32.3	2
To become aware of career training offered in my high interest areas.	2	3.2	13	21.0	18	29.0	24	38.7	2.2
To know how the things that are important to me affect my career choice.	1	1.6	12	19.4	29	56.8	16	25.8	2
To know more about possible careers and the world of work.	2	3.2	9	14.5	24	38.7	25	40.3	2.2
To do an in-depth exploration of jobs which relate to my interests and abilities.	4	6.5	7	11.3	24	38.7	26	41.9	2.2
To have actual on-the-job experience to know what it is like to be employed.	10	16.1	4	6.5	16	25.8	32	51.6	2.1
To develop a flexible career plan.	4	6.5	12	19.4	22	35.5	21	33.9	2
To know how to apply and interview for jobs.	8	12.9	13	21.0	26	41.9	13	21.0	1.8
To obtain part-time and/or summer work related to my career selection.	11	17.7	4	6.5	17	27.4	28	45.2	2
To communicate better with others, particularly adults.	8	12.9	12	19.4	22	35.5	19	30.6	1.9
Totals	113	11	200	19	328	32	399	38	

Table 6.f.2.17

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY PRE-TEST
STUDENT FEELING ON DEGREE OF GUIDANCE NEEDS AT PRE-TESTING
JOLIET CONTROL (N=54)

NEED:	No Need (0)		Weak Need (1)		Moderate Need (2)		Strong Need (3)		$\bar{X}$
	N	%	N	%	N	%	N	%	
To understand my abilities, interests, and values.	6	11.1	9	16.7	17	31.5	20	37.0	2
To know more about my strengths and weaknesses.	9	16.7	8	14.8	20	37.0	15	27.8	1.8
To better understand my standardized test scores.	12	22.2	10	18.5	17	31.5	13	24.1	1.6
To learn how to make decisions and set educational goals.	6	11.1	9	16.7	12	22.2	24	44.4	2.1
To know more about high school graduation requirements.	22	40.7	10	18.5	11	20.4	10	18.5	1.2
To select courses appropriate to my educational goals, interests, and abilities.	8	14.8	8	14.8	15	27.8	22	40.7	2
To know how the courses I am taking relate to my plans after high school.	9	16.7	8	14.8	11	20.4	24	44.4	2
To know about financial aids for education after high school.	4	7.4	10	18.5	19	35.2	19	35.2	2
To become more aware of educational alternatives after high school.	2	3.7	14	25.9	16	29.6	21	38.9	2
To become aware of career training offered in my high interest areas.	5	9.3	9	16.7	20	37.0	19	35.2	2
To know how the things that are important to me affect my career choice.	5	9.3	9	16.7	18	33.3	21	38.9	2
To know more about possible careers and the world of work.	6	11.1	8	14.8	21	38.9	18	33.3	2
To do an in-depth exploration of jobs which relate to my interests and abilities.	6	11.1	9	16.7	17	31.5	21	38.9	2
To have actual on-the-job experience to know what it is like to be employed.	17	31.5	7	13.0	8	14.8	21	38.9	1.7
To develop a flexible career plan.	9	16.7	10	18.5	19	35.2	14	25.9	1.8
To know how to apply and interview for jobs.	16	29.6	10	18.5	10	18.5	16	29.6	1.5
To obtain part-time and/or summer work related to my career selection.	15	27.8	8	14.8	10	18.5	20	37.0	1.7
To communicate better with others, particularly adults.	9	16.7	15	27.8	11	20.4	18	33.3	1.8
Totals	166	15	171	16	272	25	467	44	

Table 6.f.2.18

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY PRE-TEST
STUDENT FEELING ABOUT CAREER NEED AREAS
AND THE DEGREE TO WHICH THE NEED IS BEING MET
JOLIET EBCE (N=62)

I NEED:	Moderate Need (1.5)		Strong Need Partially Met (2.0)		Strong Need Unmet (3.0)		X
	N	%	N	%	N	%	
To understand my abilities, interests, and values.	11	17.7	2	3.2	3	4.8	1.2
To know more about my strengths and weaknesses.	9	14.5	4	6.5	2	3.2	1
To better understand my standardized test scores.	5	8.1	7	11.3	9	14.5	1.4
To learn how to make decisions and set educational goals.	9	14.5	2	3.2	7	11.3	1.3
To know more about high school graduation requirements.	3	4.8	2	3.2	2	3.2	1
To select courses appropriate to my educational goals, interests, and abilities.	6	9.7	2	3.2	10	16.1	1.4
To know how the courses I am taking relate to my plans after high school.	10	16.1	2	3.2	4	6.5	1.2
To know about financial aids for education after high school	9	14.5	5	8.1	18	29.0	1.7
To become more aware of educational alternatives after high school.	6	9.7	3	4.8	10	16.1	1.4
To become aware of career training offered in my high interest areas.	8	12.9	5	8.1	10	16.1	1.4
To know how the things that are important to me affect my career choice.	5	8.1	4	6.5	7	11.3	1.3
To know more about possible careers and the world of work.	11	17.7	3	4.8	9	14.5	1.4
To do an in-depth exploration of jobs which relate to my interests and abilities.	3	4.8	6	9.7	15	24.2	1.6
To have actual on-the-job experience to know what it is like to be employed.	8	12.9	2	3.2	15	24.2	1.5
To develop a flexible career plan.	4	6.5	1	1.6	9	14.5	1.3
To know how to apply and interview for jobs.	4	6.5	4	6.5	2	3.2	1
To obtain part-time and/or summer work related to my career selection.	5	8.1	3	4.8	17	27.4	1.6
To communicate better with others, particularly adults.	5	8.1	2	3.2	6	9.7	1.2
Totals	121	36	59	18	155	46	

Table 6.f.2.19

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY PRE-TEST
STUDENT FEELING ABOUT CAREER NEED AREAS
AND THE DEGREE TO WHICH THE NEED IS BEING MET
JOLIET CONTROL (N=54)

I NEED:	Moderate Need (1.5)		Strong Need Partially Met (2.0)		Strong Need Unmet (3.0)		$\bar{X}$
	N	%	N	%	N	%	
To understand my abilities, interests, and values.	7	13.0	1	1.9	1	1.9	1
To know more about my strengths and weaknesses.	5	9.3	6	11.1	2	3.7	1.2
To better understand my standardized test scores.	3	5.6	4	7.4	9	16.7	1.3
To learn how to make decisions and set educational goals.	8	14.8	1	1.9	3	5.6	1.2
To know more about high school graduation requirements.	2	3.7	1	1.9	17	31.5	1
To select courses appropriate to my educational goals, interests, and abilities.	8	14.8	3	5.6	1	1.9	1
To know how the courses I am taking relate to my plans after high school.	6	11.1	1	1.9	3	5.6	1
To know about financial aids for education after high school	3	5.6	7	13.0	12	22.2	1.6
To become more aware of educational alternatives after high school.	7	13.0	3	5.6	8	14.8	1.3
To become aware of career training offered in my high interest areas.	7	13.0	5	9.3	9	16.7	1.4
To know how the things that are important to me affect my career choice.	6	11.1	5	9.3	5	9.3	1.3
To know more about possible careers and the world of work.	4	7.4	4	7.4	4	7.4	1.2
To do an in-depth exploration of jobs which relate to my interests and abilities.	6	11.1	7	13.0	11	20.4	1.5
To have actual on-the-job experience to know what it is like to be employed.	4	7.4	3	5.6	9	16.7	1.3
To develop a flexible career plan.	4	7.4	6	11.1	6	11.1	1.3
To know how to apply and interview for jobs.	4	7.4	4	7.4	3	5.6	1
To obtain part-time and/or summer work related to my career selection.	4	7.4	4	7.4	9	16.7	1.5
To communicate better with others, particularly adults.	7	13.0	1	1.9	6	11.1	1
Totals	45	34	66	24	118	42	

Table 6.f.2.20

MEAN DIFFERENCE RATINGS GIVEN TO
SPECIFIC CAREER GUIDANCE NEEDS INDICES

JOLIET PRE-POST ANALYSES

Question	Respondent	PRE* n	PRE* Mean	PRE* ** t-Test	POST* n	POST* Mean	POST* ** t-Test	Change in Mean
To understand my abilities, interests, and values.	EBCE	56	1.17		27	.96		- .21
	CONTROL	48	.97	1.52	27	1.01	- .36	.04
To know more about my strengths and weaknesses.	EBCE	56	1.06		30	.82		- .24
	CONTROL	48	1.12	- .44	27	.99	-1.33	- .13
To better understand my standardized test scores.	EBCE	57	1.33		28	1.12		- .21
	CONTROL	44	1.30	1.32	27	1.13	- .02	- .17
To learn how to make decisions and set educational goals.	EBCE	54	1.24		28	.89		- .35
	CONTROL	46	1.12	.81	28	1.12	-1.34	0
To know more high school graduation requirements.	EBCE	52	.65		25	.59		- .06
	CONTROL	37	.71	- .48	23	.52	.39	- .19
To select courses appropriate to my educational goals, interests, and abilities.	EBCE	56	1.34		30	1.04		- .30
	CONTROL	48	1.05	2.05	26	1.06	- .07	.01
To know how the courses I am taking relate to my plans after high school.	EBCE	57	1.11		25	.95		- .16
	CONTROL	46	1.06	.43	23	.94	.06	- .12
To know about financial aids for education after high school.	EBCE	57	1.71		30	1.26		- .45
	CONTROL	50	1.53	.94	25	1.10	.57	- .43
To become more aware of educational alternatives after high school.	EBCE	52	1.37		31	1.09		- .26
	CONTROL	51	1.31	.34	25	1.10	- .09	- .21
To become more aware of career training offered in my high interest areas.	EBCE	55	1.41		32	.38		- .53
	CONTROL	51	1.37	.21	25	1.27	-2.43	- .10
To know how things that are important to me affect my career choice.	EBCE	55	1.25		29	1.21		- .04
	CONTROL	50	1.22	.15	26	1.10	.64	- .12

Table 6.f.2.20 (cont'd)

MEAN DIFFERENCE RATINGS GIVEN TO
SPECIFIC CAREER GUIDANCE NEEDS INDICES

JOLIET PRE-POST ANALYSES

Question	Respondent	PRE* n	PRE* Mean	PRE* ** t-Test	POST* n	POST* Mean	POST* ** t-Test	Change in Mean
To know more about possible careers in the world of work.	EBCE	59	1.38		30	1.04		- .34
	CONTROL	49	1.16	1.51	24	1.15	- .69	- .01
To do an in-depth exploration of jobs which relate to my interests and abilities.	EBCE	58	1.55		30	1.04		- .51
	CONTROL	50	1.50	.28	24	1.26	-1.20	- .24
To have actual on-the-job experience, to know what it is like to be employed.	EBCE	58	1.48		30	.99		- .49
	CONTROL	41	1.29	.88	27	1.02	- .11	- .27
To develop a flexible career plan.	EBCE	55	1.25		29	.99		- .26
	CONTROL	45	1.27	- .12	26	1.03	- .22	- .24
To know how to apply and interview for jobs.	EBCE	56	.94		26	.70		- .24
	CONTROL	42	1.02	- .60	26	.79	- .76	- .23
To obtain part-time and/or summer work related to my career selection.	EBCE	56	1.55		29	1.14		- .41
	CONTROL	41	1.44	.53	25	1.32	- .67	- .12
To communicate better with others, particularly adults.	EBCE	56	1.14		28	.79		- .35
	CONTROL	48	.83	2.43	24	.84	- .33	.01

* Scale:
- High Priority - Unmet Need = 2.00 - 3.00
- High Priority - Partially Met Need = 1.50 - 2.00
- Moderate Priority - Unmet Need = 1.25 - 1.50
- Moderate Priority - Partially Met Need = 1.00 - 1.25
- Low Need = .75 - 1.00

**Significant at the ±2.40 level.

- Selecting courses appropriate to my interests.
- Becoming aware of career training offerings in my high interest areas.
- Knowing more about possible careers in the world of work.
- Doing an in-depth exploration of jobs which relate to my interests and abilities.
- Communicating better with adults.

Joliet EBCE student responses, while statistically significantly different on only one item (i.e., aware of training offerings in high interest areas), clearly made strong inroads on each of the Far West Laboratory goals and outcomes. Control students either did not change or realized far less decline in level of career guidance needs. As might be expected, control students did have fewer needs in strictly school related matters, i.e., high school requirements, etc.

6.f.2.5 On-Site Structured Student Interviews

A total of fifteen students were contacted by phone mid-year and interviewed on-site in order to document their reasons for selecting EBCE, their perceptions once involved, and their recommendations for program improvement. One of the most predominant findings from the student interview dealt with the lack of adequate "experiential time" in the community. Staff on the other hand commented that many of these students were not sufficiently motivated to arrange for and profit by community based experiences.

Joliet EBCE students were asked why they selected to participate in EBCE, these responses dominated:

- Increased career knowledge; knowledge of preferred career areas.
- Coping with the real world; meeting and interacting with adults.
- Career exploration.
- Assistance in self-examination and study as related to careers.
- Career planning and job training.

Student reasons for selecting EBCE support the need for EBCE particularly as one considers that students evidenced the gamut of career planning needs, i.e., self-awareness or assessment needs at one end of the continuum, and career planning at the other end of the continuum. Few high school programs, save

individualized counseling, can satisfy such varying and disparate levels of need.

The majority of students did not feel that they had to give up good courses or high school activities in order to participate in EBCE.

Many Joliet students recommended a prerequisite to EBCE that would deal exclusively with self-awareness and understanding of one's interests and abilities.

Students, in an unsolicited response, reported that EBCE's greatest impact dealt with their improved ability to plan for short-range and long-range goals.

The second most commented area of impact was that of gaining a realistic view of the career world and world of work.

EBCE students did not feel that their basic skill levels were weakened as result of the process, experiential skills emphasized in EBCE; rather one-half felt their basic skill levels were maintained while the remainder reported that EBCE built upon their basic skill levels.

While the students' career leanings at the end of the year still appeared sex biased to the evaluator, there did appear to be a broadening of the students' interests to include some non-traditional or unique job skill applications.

No student saw this course as an "easy for credit" course; much hard work and long hours comprised the EBCE experience.

Three students credited EBCE with: changing their behavior and attitudes, making them self-accountable and accountable to society. Perhaps even more telling, four students summed up their EBCE experience by reporting that EBCE made them realize that school can help you to reach your goals.

A number of students commented that EBCE taught them how to ask questions; clearly a most relevant and essential student outcome.

Overall the interviewer evidenced affective growth in students, particularly in terms of realistic self-assessment and realistic views of the world of work. In addition it was clear that Joliet students did broaden their occupational base of information. That is, all students gained cognitive information in areas such as: core job behavior requirements, typical training options, life-long career changes, options and perspectives, etc. However, the EBCE processes utilized resulted in the most telling differences from pre to post interviews. Students were more confident, inquisitive,

communicative, and interested. Clearly Joliet EBCE students realized the connection between school and work.

6.f.2.6 Dropout/Early Leaver Structured Interviews

EMS received a list of fifteen names of students who either graduated or dropped the EBCE program mid-year of 1978-1979. An EMS staff interviewer contacted the early leavers by phone in order to gather their perceptions of the EBCE experience. The following statements serve to summarize the primary findings of the interviews:

- The amount of paperwork required by the EBCE program was a deterrent to continuing in the program for three students.
- Many students terminated because they had finally "decided" on their career or postsecondary plans. Others dropped due to a complete lack of interest in any thing or area.
- Four students felt as though the resource people were uninformed about their career needs and lack strategies to make the experience an effective teaching tool.
- While many of these students voluntarily left EBCE, all but one student felt that EBCE should be a required course for all students. They clearly saw EBCE as a good starting point for self-examination and career orientation.
- Many students critiqued EBCE for requiring too much research and writing, even though they saw clear benefits from those assignments.
- All of those interviewed recommended that EBCE should be mandatory for sophomores and juniors, and thought the experiential component should be emphasized over that of group structured discussion and career knowledge sessions.
- While some of the early leavers still lack strong career interest they reported that EBCE helped them decide against certain activities or options.

In general, Joliet's program enrolled a strong cohort of less self-directed students than those found at the Sycamore site, for example. As a consequence, it is of import that these students achieved the gains that were made and that they realized the benefits of EBCE in terms of the behavioral and attitudinal differences which emerged by experiencing new situations. EBCE's ability to be self-applied at the level of student awareness appears to be its greatest strength.

6.f.3 THE PROJECT'S SYCAMORE EBCE SITE

This section presents the data collected at the Sycamore EBCE site. Included are discussions on numerous measures of student outcomes and assessments specific to the attitudes of parents.

The Sycamore School District has adopted the goals of the Far West Regional Educational Laboratory's EBCE program; these can be categorized in the following way:

[Students are expected to] --

- Plan - not only about their long-range futures, but about how they intend to accomplish more immediate goals and tasks.
- Be Self-Reliant - able to set their own goals; plan activities; manage their time and other resources; work independently; recognize when they need help and how to seek it; evaluate their own behavior and learn from it; and accept the consequences of their own decisions and actions.
- Interact with Adults as Equals - know what is expected of them as adults; be able to communicate on an adult level, to make and keep realistic commitments, and have reasonable expectations of others.
- Make Realistic and Satisfying Career Choices - be more informed about career options and requirements and more aware of their own values, needs, goals, strengths, and limitations.
- Become Independent Learners - able to identify what is worth learning; to identify and use effective sources and methods of acquiring information; and to analyze, evaluate, and incorporate new information into their own knowledge and experience base.

Sycamore operated EBCE on a single high school campus within the administrative structure of high school program offerings. To a large degree this program was intended to appeal to college oriented or college level students over that of non-college students. While college oriented students were the majority cohort at Sycamore EBCE, a wider range of student ability was evidenced than was anticipated.

General program statistics, listed below, are provided as an orientation to the Sycamore EBCE program.

As these data indicate, a high of 75 students participated in the program in its third year of operation. Nearly one-half of the student population in 1978-79 were females and just 5 percent were minorities.

SYCAMORE PROGRAM

GENERAL CHARACTERISTICS OF THE EBCE STUDENT POPULATION: GRADE LEVEL, SEX, AND ETHNIC ORIGIN

Student Enrollment

Program	1976-1977				1977-1978				1978-1979			
	10	11	12	Total	10	11	12	Total	10	11	12	Total
Sycamore High School		3	19	22		20	32	52		19	56	75
Total				22				52				75

Population Characteristics - 1978-79

Sex:	n	%
Female	40	47%
Male	35	53%

Ethnic Origin:	n	%
Black	4	5%
Hispanic	0	0%
Asian	2	3%
Caucasian	69	92%

Sycamore students and parents responded to these evaluative measures:

- 1978 Student Follow-up of 1977 and 1978 Students.
- Pre and Post Student Attitudes and Student Plans.
- Pre and Post Self Observation Scale (Students and Parents).
- Pre and Post Career Guidance Needs Index Survey (Students and Parents).
- On-site Sturctured Student Interviews.
- Dropout/Early Leaver Structured Interviews.

Data have been analyzed specific to these measures and the results discussed according to each assessment measure. In addition, locally directed assessments were administered by project staff. Findings from these assessments are summarized in the last subsection of the Sycamore evaluation summary section.

6.f.3.1 1978 Sycamore Student Follow-Up of 1978 and 1977 Program Graduates

Tables 6.f.3.1 through 6.f.3.4 present the Sycamore student follow-up data. Table 6.f.3.1 indicates that a majority of EBCE program graduates (55.6%) intended to go to school full-time. This proportion was comparable to the Joliet follow-up data. A greater number of Sycamore graduates (29.6%) plan to go to school essentially full-time and work part-time. A full 70 percent of the students report that they are enrolled at four-year or two-year college. Another eleven percent were not enrolled in any program at the time of reporting. Of interest was the finding that after one year out of school no student planned to enroll in a technical, vocational, or apprenticeship program.

Sycamore EBCE students were asked to indicate how much assistance they received from their high school staff and EBCE personnel in the area of career planning and education. The results are quite clear: EBCE learning coordinators and resources gave "quite a lot" of career planning help compared to the high school teaching and counseling staff. Over fifty percent of the students in the follow-up reported that the EBCE learning coordinators provided them with significant amounts of assistance. On the contrary, 44.4 percent of the students reported that the high school counselor gave them no assistance. In fact, teachers were given higher ratings on the amount of career planning help given than were high school counselors. EBCE community resources were given the second most favorable rating in terms of the amount of assistance given. Refer to Table 6.f.3.2 for these data.

Table 6.f.3.1

FOLLOW-UP SURVEY
SYCAMORE EBCE PARTICIPANTS, FIRST/SECOND YEARS OF EBCE

STUDENT POSTSECONDARY PLANS
1978 FALL FOLLOW-UP

SYCAMORE
N/R = 37

Items:	N	%
What are you doing this Fall?		
Going to school, but not working	15	55.6
Mostly going to school, but working part-time	8	29.6
Mostly working, but going to school part-time	1	3.7
Working, not going to school	3	11.1
Other activities (instead of going to school or working)	--	--
In what kind of educational program are you enrolled in this Fall?		
None	3	11.1
Apprenticeship or on-the-job training	--	--
Vocational, technical, or business school	--	--
Technical or vocational courses at a junior college or community college	1	3.7
Academic courses at a junior or community college	3	11.1
Four-year college or university	16	59.3
Other educational program	3	11.1
Don't know	--	--

Table 6.f.3.2

FOLLOW-UP SURVEY
SYCAMORE EBCE PARTICIPANTS, FIRST/SECOND YEARS OF EBCE

STUDENT PERCEPTIONS OF CAREER EDUCATION GUIDANCE
RECEIVED FROM HIGH SCHOOL STAFF

1978 FALL FOLLOW-UP

SYCAMORE
N/R = 37

Item:

Please rate how much assistance you were given in high school in the area of career education and planning from each of the following type of staff:

		HOW MUCH ASSISTANCE DID YOU RECEIVE?							
	$\bar{x}$	None		Somewhat		A Lot		Quite A Lot	
		N	%	N	%	N	%	N	%
High School Teachers/Principal	2.0	4	14.8	18	66.7	5	18.5	--	--
High School Counselor	1.8	12	44.4	9	33.3	6	22.2	--	--
EBCE Learning Coordinators/ Staff	2.6	4	14.8	9	33.3	8	29.6	6	22.2
EBCE Community Resources	2.4	3	11.1	15	55.6	3	11.1	6	22.2
Totals		23	21	51	47	22	20	12	11

Table 6.f.3.3 presents data on the students' assessment of selected EBCE outcomes. Students overall enjoyed the program and would gladly enroll again. Like Joliet and Decatur, students reported more confidence in contacting adults for advice or information. More students (58%) felt they were better able to make decisions and plan for themselves as result of EBCE than disagreed with the item (41%). Students were approximately evenly divided on the issue: "As a result of participating in EBCE, I manage my time and am better able to plan for the immediate and long-range future" (51% agreed and 48 percent disagreed). EBCE graduates generally felt that the program motivated them on to further their education.

In a final section on the student follow-up, students were asked how important various career related need areas were to them while in high school. The respondent was also asked as to who provided them assistance in any of these areas. The students reported that the three most important areas were:

- "Understanding my abilities, interest and values" -- parents helped most, followed by friends and EBCE staff.
- "Learning how to make decisions and set education goals" -- parents and teachers helped the most, followed by EBCE staff.
- "Selecting coarses appropriate to education goals, interest, and abilities" -- high school counselors helped the most.

Unlike Joliet, the EBCE staff did not score first place in any of these areas.

Of all the need areas, high school graduation requirements were least important.

On only slightly less important need areas (as rated by students), EBCE staff essentially provided any or all the assistance than the students received. In fact it was very clear from the student ratings that parents helped students with the self-understanding and self-actualization areas, that counselors provided educational planning asistance and that EBCE staff provided career awareness, planning and assistance. Refer to Table 6.f.3.4 for these data.

6.f.3.2 Pre and Post Student Attitudes and Plans

Sycamore EBCE students were administered a pre and post attitudinal and plans survey which sought to gauge how students changed over the year. Table series 6.f.3.5 through 6.f.3.12 present this data.

Similar to the follow-up data, Sycamore students indicated that, like Joliet, 50 percent would be attending school

Table 6.f.3.3

FOLLOW-UP SURVEY
SYCAMORE EBCE PARTICIPANTS, FIRST/SECOND YEARS OF EBCE

STUDENT ASSESSMENT OF SELECTED EBCE OUTCOMES
1978 FOLLOW-UP

SYCAMORE
N/R = 37

Item:	$\bar{x}$	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
Participating in EBCE was more enjoyable than participating in the regular school program.....	3.2	2	7.4	2	7.4	11	40.7	12	44.4
EBCE motivated me to further my education after high school.....	2.4	5	18.5	8	29.6	11	40.7	3	11.1
I am more comfortable contacting adults to gain information I need as result of being in EBCE.....	3.0	2	7.4	3	11.1	16	59.3	6	22.2
If I were in high school now, I would enroll in EBCE again.....	3.1	2	7.4	5	18.5	8	29.6	12	44.4
As a result of participating in EBCE, I manage my time and am better able to plan for the immediate and long-range future.....	2.5	2	7.4	11	40.7	12	44.4	2	7.4
I am better able to made decisions and plan for myself as result of participating in EBCE.....	2.6	2	7.4	9	33.3	14	51.9	2	7.4

Table 6.f.3.4

1978 EBCE STUDENT FOLLOW-UP

STUDENT ASSESSMENT OF HIGH SCHOOL NEEDS AND PERSONS WHO PROVIDED GUIDANCE OR GENERAL ASSISTANCE

SYCAMORE

N/R = 37

In high school, I consider this area:						CAREER GUIDANCE NEED AREAS:	Who helped you?								
Unimportant		Somewhat Important		Very Important			Community Resource	Counselors	EBCE Staff	Friends	Pd. Employment	Parents	Regular Teachers	Other	No Assistance Received
N	%	N	%	N	%		N	N	N	N	N	N	N	N	N
		4	14.8	23	85.2	Understanding my abilities, interests, and values.	3	1	9	9	2	14	7	2	2
		9	33.3	18	66.7	Knowing more about my strengths and weaknesses.	1	1	5	9	3	12	8	1	5
6	22.2	16	59.3	5	18.5	Better understanding my standardized test scores.	0	21	8	1	0	1	4	1	4
		6	22.2	21	77.8	Learning how to make decisions and set educational goals.	2	4	14	0	1	16	16	1	4
9	33.3	9	33.3	9	33.3	Knowing more about high school graduation requirements.	0	16	3	0	0	2	12	1	7
		7	25.9	20	74.1	Selecting courses appropriate to my educational goals, interests, and abilities.	0	16	1	2	0	9	5	5	6
1	3.7	11	40.7	15	55.6	Knowing how the courses I am taking relate to my plans after high school.	1	11	6	0	0	1	10	2	10
4	14.8	8	29.6	15	55.6	Knowing about financial aids for education after high school.	0	18	3	2	0	9	4	2	4
1	3.7	8	29.6	18	66.7	Becoming more aware of educational opportunities after high school.	2	10	8	3	1	9	6	1	5
3	11.1	7	25.9	17	63.0	Becoming aware of career training offered in my high interest areas.	7	5	10	1	2	3	5	1	9
2	7.4	5	18.5	20	74.1	Knowing more about possible careers and the world of work.	9	6	15	3	3	2	3	3	3
2	7.4	14	51.9	11	40.7	Doing an in-depth exploration of jobs which relate to my interests and abilities.	13	3	19	1	0	2	2	0	4
28	9	104	32	192	59	Totals Totals	38	112	101	31	12	80	82	20	63

(9) page 83

Table 6.f.3.4 (Cont'd)

1978 EBCE STUDENT FOLLOW-UP

STUDENT ASSESSMENT OF HIGH SCHOOL NEEDS AND PERSONS WHO PROVIDED GUIDANCE OR GENERAL ASSISTANCE

SYCAMORE
N/R = 37

In high school, I consider this area:							Who helped you?								
Unimportant		Somewhat Important		Very Important		CAREER GUIDANCE NEED AREAS:	Community Resource	Counselors	EBCE Staff	Friends	Pd. Employment	Parents	Regular Teachers	Other	No Assistance Received
N	%	N	%	N	%		N	N	N	N	N	N	N	N	N
6	22.2	8	29.6	13	48.1	Having actual on-the-job experience to know what it is like to be employed.	13	1	5	0	11	1	3	0	7
3	11.1	12	44.4	12	44.4	Developing a flexible career plan.	2	3	9	2	0	7	3	3	10
4	14.8	9	33.3	14	51.9	Knowing how to apply and interview for jobs.	1	0	6	4	0	5	2	3	15
5	18.5	9	33.3	13	48.1	Obtaining part-time and/or summer work related to my career selection.	5	1	2	2	2	4	2	0	15
3	11.1	6	22.2	18	66.7	Improving my ability to communicate with adults.	11	0	10	2	5	6	6	2	4
21	16	44	36	70	53	Totals Totals	32	5	32	10	18	23	16	8	51

(6) page 84

full-time after high school. A greater number, however, (21%) planned to attend school and not work. Twelve percent plan to work and just take in schooling part-time.

Five years after high school, only 32% (Joliet = over 50%) expected to be working full-time; 35% still expected to be in school in some capacity.

Following participation in EBCE an even greater percentage of students planned to attend school after high school; school plans increased by 10 percent. Consistently, more students plan for some involvement in school activities five years out of school. Refer to Tables 6.f.3.5 and 6.f.3.6.

Regarding type of educational program one year after high school, 71% plan 4-year college enrollment; interestingly, no one planned technical or vocational courses, junior college or an apprenticeship/job training. The total higher education responses: 80%.

In 5 years - career/job choices: 78% saw themselves in professional careers rather than "blue collar."

At the post assessment the same proportion of students reported plans for attending a four-year institution; however, a much greater proportion, compared to pre testing, indicated an interest in two-year or junior college studies. It is noteworthy that no Sycamore student was undecided as to his/her plans. At pre testing 17.6 percent reported that their educational plans were undecided.

In terms of specific areas in which the students may be employed, at pre testing 71 percent of the students indicated employment at the professional level. At post testing there was a decline in professional affiliation by 10 percent. On the other hand, more students indicated employment in the operative proprietor, and sales category. To summarize, the college orientation of the Sycamore EBCE student was essentially unaltered whereas change did occur in the type of occupational category in which students perceived themselves within five years. The writer speculates that even greater change was likely made in terms of specific occupational cluster areas or disciplines. Refer to Tables 6.f.3.7 and 6.f.3.8 for these data.

In an evaluation section on the attitudes/plans survey, students were asked to provide their perceptions of learner outcomes and degree of applied knowledge. At pre testing, the high school program was seen as most helpful in nurturing communication skills among peers, and in thinking through and solving problems. Listening and speaking skills were also instilled. Like Decatur and Joliet, students reported finding it difficult to communicate with adults. Students felt they used these new skills and abilities best to tolerate ideas/backgrounds of people different from theirs. They also used

Table 6.f.3.5

ATTITUDES/PLANS SURVEY - SYCAMORE

STUDENT POSTSECONDARY PLANS, ONE AND FIVE YEARS
SYCAMORE PRE-ASSESSMENT

(Number Responding = 34)

ITEMS:	N	%
What are your plans for one year after high school?		
Did not answer	1	2.9
Going to school, but not working	7	20.6
Mostly going to school, but working part-time	17	50.0
Mostly working, but going to school part-time	4	11.8
Working, not going to school	1	2.9
Other activities instead of going to school or working *(please specify)*	1	2.9
Don't know	3	8.8
What are your plans for five years after high school?		
Going to school, but not working	3	8.8
Mostly going to school, but working part-time	6	17.6
Mostly working, but going to school part-time	6	17.6
Working, not going to school	11	32.4
Other activities instead of going to school or working *(please specify)*	3	8.8
Don't know	5	14.7

Table 6.f.3.6

ATTITUDES/PLANS SURVEY - SYCAMORE

STUDENT POSTSECONDARY PLANS, ONE AND FIVE YEARS
SYCAMORE POST-ASSESSMENT

(Number Responding = 62)

ITEMS		
What are your plans for one year after high school?	N	%
Going to school but not working	8	28.6
Mostly going to school, but working part-time	17	60.7
Mostly working, but going to school part-time	2	7.1
Working, not going to school	0	0
Other activities instead of going to school or working (Please specify)	1	3.6
Don't know	0	0
What are your plans for five years after high school?		
Going to school but not working	1	3.3
Mostly going to school, but working part-time	6	20.0
Mostly working, but going to school part-time	7	23.3
Working, not going to school	10	33.3
Other activities instead of going to school or working (Please specify)	0	0
Don't know	6	20.0

Table 6.f.3.7

ATTITUDES/PLANS SURVEY - SYCAMORE

STUDENT POSTSECONDARY PROGRAM SELECTIONS
SYCAMORE PRE-ASSESSMENT

(Number Responding = 34)

ITEMS:	N	%
In what kind of educational program do you plan to be enrolled one year after high school?		
None	1	2.9
Apprenticeship or on-the-job training	-	-
Vocational, technical, trade or business school	2	5.9
Technical or vocational courses at a junior college or community college	-	-
Academic courses at a junior or community college	1	2.9
Four year college or university	24	70.6
Other educational program	-	-
Don't know	6	17.6
In five years in which of the following areas are you most likely to be working or preparing to work?		
CLERICAL, *such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent*	-	-
CRAFTSMAN *such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter*	2	5.9
FARMER, FARM MANAGER	-	-
HOMEMAKER OR HOUSEWIFE	-	-
LABORER *such as construction worker, car washer, sanitary worker, farm laborer*	-	-
MANAGER, ADMINISTRATOR *such as sales manager, office manager, school administrator, buyer, restaurant manager, government official*	2	5.9
MILITARY *such as career officer, enlisted man or woman in the armed forces*	-	-
OPERATIVE *such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver, gas station attendant*	2	5.9
PROFESSIONAL *such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress*	24	70.6
PROPRIETOR OR OWNER *such as owner of a small business, contractor, restaurant owner*	-	-
PROTECTIVE SERVICE *such as detective, policeman or guard, sheriff, fireman*	-	-
SALES *such as salesman, sales clerk, advertising or insurance agent, real estate broker*	2	5.9
SERVICE *such as barber, beautician, practical nurse, private household worker, janitor, waiter*	1	2.9
TECHNICAL *such as draftsman, medical or dental technician, computer programmer*	1	2.9

Table 6.f.3.8

ATTITUDES/PLANS SURVEY - SYCAMORE

STUDENT POSTSECONDARY PROGRAM SELECTIONS
SYCAMORE POST-ASSESSMENT

(Number Responding = 62)

ITEMS	N	%
In what kind of educational program do you plan to be enrolled one year after high school?		
None	0	0
Apprenticeship or on-the-job training	1	3.3
Vocational, technical, trade or business school	0	0
Technical or vocational courses at a junior college or community college	-	-
Academic courses at a junior or community college	7	23.3
Four year college or university	21	70.0
Other educational program	1	3.3
Don't know	0	0
In five years in which of the following areas are you most likely to be working or preparing to work?		
CLERICAL, *such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent*	0	0
CRAFTSMAN, *such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter*	0	0
FARMER, FARM MANAGER	0	0
HOMEMAKER OR HOUSEWIFE	0	0
LABORER, *such as construction worker, car washer, sanitary worker, farm laborer*	0	0
MANAGER, ADMINISTRATOR, *such as sales manager, office manager, school administrator, buyer, restaurant manager, government official*	1	3.6
MILITARY, *such as career officer, enlisted man or woman in the armed forces*	1	3.6
OPERATIVE, *such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver, gas station attendent*	3	10.7
PROFESSIONAL, *such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress*	17	60.7
PROPRIETOR OR OWNER, *such as owner of a small business, contractor, restaurant owner*	2	7.1
PROTECTIVE SERVICE, *such as detective, policeman or guard, sheriff, fireman*	0	0
SALES, *such as salesman, sales clerk, advertising or insurance agent, real estate broker*	4	14.3
SERVICE, *such as barber, beautician, practical nurse, private household worker, janitor, waiter*		
TECHNICAL, *such as draftsman, medical or dental technician, computer programmer*		

these new abilities at a similar rate for the other categories except "becoming independent learners." Contrasting the pre and post data on these items, it is evident that students unequivocally believed that EBCE was truly effective in the areas of career knowledge and in helping them to communicate with adults. In the application areas, Sycamore credited EBCE with applying their learned skills and abilities with greater intensity than that required by the regular high school program. Being able to plan, set one's own goals, and becoming independent learners seemed particularly positively affected by the EBCE program processes. Review Tables 6.f.3.9 and 6.f.3.10 for these data.

In terms of the overall assistance received, at pre testing students only moderately agreed that Sycamore High School was preparing them for work, for improved self-understanding, etc. Overwhelming response (same as Joliet) indicated that the high school program promotes better interpersonal relationships - 94%. In addition, 82% felt the program prepared them for college. As a preparation for post school work, etc., it was not as helpful, especially if the student was undecided in plans. Overall students liked the high school program.

At post testing, EBCE students strongly agreed that EBCE promoted improved self-understanding, that EBCE helped to prepare them for college, and that EBCE helped them to be better decision-makers. Of interest was the finding that while EBCE improved upon the general high school curricula's ability to better prepare students for work, EBCE's rating in this area was less than that given in others, e.g., preparing for college. Refer to Tables 6.f.3.11 and 6.f.3.12 for these data.

6.f.3.3 Pre/Post Self Observation Scale

Parents and students responded to a pre and post assessment which dealt behavioral sub-scales intended to measure five constructs. These were: realistic, independent learner, self-reliance, planning, and interaction with adults. Control students and their parents responded serving as a benchmark for maturational growth, two points in time. The control students were matched based on class rank and overall G.P.A. The results indicate that Sycamore EBCE and control students were well matched. At pre testing no significantly different response patterns were evident. There was a subtle yet noticeable trend, however, as Sycamore EBCE students rated themselves higher on each sub-scale compared to the non-EBCE student. On three sub-scales, EBCE parents rated their son/daughter in line with the control group student rates, that is, EBCE students rated themselves higher than did their parents on the same scales. On the contrary, parents of the control students typically rated their son/daughter higher than did the son/daughter themselves.

Table 6.f.3.9

ATTITUDES/PLANS SURVEY - SYCAMORE

STUDENT PERCEPTIONS OF LEARNER OUTCOMES AND APPLIED KNOWLEDGE
SYCAMORE PRE-ASSESSMENT

(Number Responding = 33)

How much did you learn while you were in the regular school program, in the area of:	Not At All		A Little		Some		A Lot		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	
a. Career Knowledge	7	21.2	10	30.3	12	36.4	4	12.1	2.3
b. Ability to communicate with other students	2	6.1	2	6.1	13	39.4	16	48.5	3.3
c. Ability to communicate with adults	5	15.2	6	18.2	16	48.5	6	18.2	2.5
d. Listening and speaking skills	-	-	4	12.1	21	63.6	8	24.2	3.1
e. Thinking through and solving problems	-	-	7	21.2	15	45.5	11	33.3	3.1
How much do you feel you used your learned skills and abilities in the area of:									
a. Planning ahead for both short and long term activities	1	3.0	7	21.2	19	57.6	6	18.2	2.9
b. Being able to set your own goals	2	6.1	7	21.2	17	51.5	7	21.2	2.9
c. Manage your time effectively	2	6.1	10	30.3	11	33.3	10	30.3	2.9
d. Being informed about career options	1	3.0	10	30.3	13	39.4	9	27.3	2.9
e. Becoming independent learners	4	12.1	5	15.2	13	39.4	11	33.3	2.9
f. Tolerating ideas and backgrounds of people different from your own	2	6.1	4	12.1	16	48.5	11	33.3	3.2

Table 6.f.3.10

ATTITUDES/PLANS SURVEY - SYCAMORE

STUDENT PERCEPTIONS OF LEARNER OUTCOMES AND APPLIED KNOWLEDGE
SYCAMORE POST-ASSESSMENT

(Number Responding = 65)

How much did you learn while you were in the EBCE program in the area of:	1 Not At All		2 A Little		3 Some		4 A Lot		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	
a. Career Knowledge	--	--	1	3.4	13	44.8	15	51.7	3.5
b. Ability to communicate with other students	2	6.9	3	10.3	13	44.8	11	37.9	3.1
c. Ability to communicate with adults	--	--	--	--	15	50.0	15	50.0	3.5
d. Listening and speaking skills	4	13.8	4	13.8	11	37.9	10	34.5	2.9
e. Thinking through and solving problems	2	6.7	4	13.3	15	50.0	9	30.0	3.0
How much do you feel you used your learned skills and abilities in the area of:									
a. Planning ahead for both short and long term activities	--	--	2	6.7	15	50.0	4	43.3	3.4
b. Being able to set your own goals	--	--	2	6.9	10	34.5	17	58.6	3.5
c. Manage your time effectively	--	--	4	13.8	18	62.1	7	24.1	3.1
d. Being informed about career options	--	--	2	7.1	13	46.4	13	46.4	3.4
e. Becoming independent learners	--	--	1	3.4	14	48.3	14	48.3	3.4
f. Tolerating ideas and backgrounds of people different from your own	2	6.9	5	17.2	10	34.5	12	41.4	3.1

Table 6.f.3.11

ATTITUDES/PLANS SURVEY - SYCAMORE

STUDENT ATTITUDES TOWARD THE REGULAR HIGH SCHOOL PROGRAM
SYCAMORE PRE-ASSESSMENT

(Number Responding = 33)

How did your high school program assist you?	Strongly Disagree #	%	Disagree #	%	Agree #	%	Strongly Agree #	%	Mean $\bar{x}$
The school helped to prepare me for work	1	3.0	13	39.4	15	45.5	4	12.1	2.6
The school helped to prepare me for college	2	6.1	4	12.1	21	63.6	6	18.2	2.9
The school helped me to decide what I want to do after high school	3	9.1	13	39.4	13	39.4	4	12.1	2.5
The school helped me to better understand myself	-	-	13	39.4	17	51.5	3	9.1	2.6
The school helped me to get along better with others	-	-	2	6.1	26	78.8	5	15.2	3.0

	Strongly Dislike N	%			Like N	%			Strongly Agree #	%	Mean $\bar{x}$
How did you like the regular school program?	1	3.0	6	18.2	18	54.5	8	24.2	-	-	3.0

Table 6.f.3.12

ATTITUDES/PLANS SURVEY - SYCAMORE

STUDENT ATTITUDES TOWARD THE REGULAR HIGH SCHOOL PROGRAM
SYCAMORE POST-ASSESSMENT

(Number Responding = 65)

How did your EBCE program assist you?	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	
The EBCE program helped to prepare me for work	1	3.4	7	24.1	19	65.5	2	6.7	2.8
The EBCE program helped to prepare me for college	1	3.3	5	16.7	16	53.3	8	26.7	3.0
The EBCE program helped me to decide what I want to do after high school	1	3.6	3	10.7	13	46.4	11	39.3	3.2
The EBCE program helped me to better understand myself	1	3.4	6	20.7	13	44.8	9	31.0	3.0
The EBCE program helped me to get along better with others	0	0	5	17.2	15	51.7	9	31.0	3.1

	Strongly Dislike				Like				Strongly Like		Mean $\bar{x}$
	N	%	N	%	N	%	N	%	N	%	
How did you like the EBCE program?	--	--	--	--	6	20.7	15	51.7	8	27.6	4.1

In terms of growth by the end of the year, the parent ratings of their son/daughter remained quite constant with EBCE parents slightly less positive on these constructs: independent learner, and interaction with adults. Control parents were less positive on these constructs: realistic, self-reliance, and planning. EBCE parents were positive in their ratings on whether their son/daughter was an effective planner.

The students, on the other hand, responded with different sets of reactions. EBCE students typically lowered their ratings from pre to post while control student ratings were more positive, pre to post. Given the overly positive ratings offered by the EBCE student at pre testing, perhaps the decrease in ratings reflects a more realistic self-view. It should be noted that the control students increased their ratings with a far greater differential than the difference between EBCE student pre/post ratings. Control students' ratings were particularly high at post testing in the areas of: realistic, self-reliance, planning, and interaction with adults. As a consequence by the end of the year the student ratings were more comparable than they were prior to EBCE. In the writer's opinion, the subtleties of this assessment were in part lost, due the atypically high ratings elicited by both cohorts of students at pre testing. The class standing of the Sycamore students enrolled in EBCE seems to reflect adequate levels of independence, interaction, and self-reliance skills prior to program intervention. Refer to Table 6.f.3.13 for these data.

6.f.3.4 Career Guidance Needs Index Survey

Similar to Joliet and Decatur data reportage, this section of the report presents the results of the pre/post Career Guidance Needs Index survey. In reminder, this survey was intended to assess whether EBCE offsets, modifies, or interfaces with the students' level of career awareness and planning. In particular EMS hypothesized that EBCE and non-EBCE students would evidence strikingly similar needs prior to EBCE, but post EBCE participating students would have different types, kinds, or levels of career guidance needs than those documented by the non-EBCE (control) student. These findings dominated the pre test responses from EBCE and control students:

- People who assisted them in career planning: Like Joliet, parents assisted kids greatly in career planning. Unlike Joliet, high school counselors also helped a great deal; school teachers and friends also ranked high.

- Services were available in all areas (overwhelming -- all zeros recorded under "no service") but 79% did not take advantage of it for job placement or opportunities, and 59% did not seek help for financial aid for college. Clearly, students found all other areas aided by school

Table 6.f.3.13

MEAN RATINGS AND SIGNIFICANCE LEVELS ON THE STUDENT SELF OBSERVATION SCALE AS RATED BY STUDENTS AND PARENTS
SYCAMORE EBCE VERSUS SYCAMORE CONTROL

	PRE			POST			
Variable	Respondent	Mean	Student's t*	Respondent	Mean	Student's t*	Change in Mean**
Realistic	Parent EBCE	3.72	- .92	Parent EBCE	3.72	.13	0
	Parent Control	3.85		Parent Control	3.70		- .15
	Student EBCE	3.86	1.00	Student EBCE	3.82	-1.29	- .04
	Student Control	3.74		Student Control	3.96		.22
Independent Learner	Parent EBCE	3.91	.55	Parent EBCE	3.76	.21	- .15
	Parent Control	3.85		Parent Control	3.72		- .13
	Student EBCE	3.94	1.76	Student EBCE	3.90	.07	- .04
	Student Control	3.80		Student Control	3.89		.09
Self-Reliance	Parent EBCE	3.69	- .57	Parent EBCE	3.64	- .09	- .05
	Parent Control	3.77		Parent Control	3.66		- .11
	Student EBCE	3.81	.06	Student EBCE	3.80	-2.00	- .01
	Student Control	3.80		Student Control	4.01		.21
Planning	Parent EBCE	3.48	- .66	Parent EBCE	3.52	.12	.04
	Parent Control	3.58		Parent Control	3.50		- .08
	Student EBCE	3.67	2.18	Student EBCE	3.57	-1.24	- .10
	Student Control	3.43		Student Control	3.71		.28
Interaction With Adults	Parent EBCE	3.90	.91	Parent EBCE	3.67	.22	- .23
	Parent Control	3.77		Parent Control	3.64		- .13
	Student EBCE	3.80	2.14	Student EBCE	3.74	- .75	- .06
	Student Control	3.56		Student Control	3.86		.20

* Significant at the ±2.40 level.
** Change from Pre to Post Mean.

Scale: 1 = Applies to student - never (none of the time).
5 = Applies to student - all of the time.

(6) page 96

services. (Less than 9% noted "not helpful" for any category listed.)

- Control students reported that parents, school teachers and counselors, friends (in order of assistance) provided them career guidance. (This is the same order as Joliet control students.)

- Again, control students did not use services available to obtain financial aid, and quite a few didn't take advantage of job placement services. The most help offered by the services: channeling interests and abilities. (These two areas serviced more students than the number who ignored such services.)

- Degree of guidance needs at pre testing: Strongest need is for an in-depth exploration of jobs which relate to interests/abilities, followed by obtaining information about financial aid for higher education, developing a flexible career plan, and understanding self. Needs, again, tend to fall in areas of career/job plans as opposed to narrow high school problems (e.g., test scores). The control group had a greater need to know about financial aids for higher education, to understand self, and how courses would relate to post-high school plans.

- Student feeling about career areas: Strongest needs unmet were obtaining part-time/summer job related to career plans, and knowing about financial aids for education later on. Least importance was given to the practical aspects of jobs (work experience, interviews) and high school problems (test scores, course requirements). Control group responses were identical.

- Overall, while EBCE and control students were predominantly similar, EMS found that control students were generally less likely to consult high school guidance or counseling services. Furthermore while EBCE students evidenced higher needs or interests in finding employment or a job and getting job training, they were just as unwilling to consult guidance or high school staff to get assistance in this area. The reader is referred to Tables 6.f.3.14 through 6.f.3.19 for review of this data.

Table 6.f.3.20 presents the data resulting from the statistical analysis of pre/post data. EMS applied the student "t" test to gauge the differences in mean scores between groups at two different periods of time. As the data indicate, only one statistically different response occurred at pre testing; this item dealt with knowing more about high school graduation requirements. On numerous items at post testing, EBCE students reported a decline in need level. To the contrary, control students more often reported an increased need level.

Table 6.f.3.14

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST
STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING
SYCAMORE EBCE (N=34)

	Amount of Help Given								
	None Sought (0)		Quite a Lot (1)		Some (2)		Not at All (3)		$\bar{X}$
	N	%	N	%	N	%	N	%	
. School Counselor	1	2.9	13	38.2	15	44.1	5	14.7	1.7
. School Teacher	2	5.9	5	14.7	20	58.8	7	20.6	2
. Friends	3	8.8	8	23.5	15	44.1	8	23.5	1.8
. Brothers/Sisters	8	23.5	5	14.7	9	26.5	12	35.3	1.8
. Parents	4	11.8	13	38.2	16	47.1	1	2.9	1.4
. Someone you Observed/ Interviewed	8	23.5	11	32.4	11	32.4	3	8.8	1.3
. Clergy	20	58.8	3	8.8	8	23.5	3	8.8	1
. Visitor to the Classroom	10	29.4	2	5.9	15	44.1	7	20.6	1.6
Totals	51	19	60	23	109	41	46	17	

					Services Consulted and:						
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
Learning how my interests and abilities fit with different jobs or occupations.	0		6	17.6	4	11.8	22	64.7	2	5.9	3.6
Finding out where to train for the job or occupation I wanted. . .	0		8	23.5	5	14.7	18	52.9	3	8.8	3.6
Placing me in a job or helping me to find employment	0		27	79.4	3	8.8	4	11.8	0		2.4
Finding out the schools or colleges I qualified for which suited my abilities and interests.	0		8	23.5	9	26.5	16	47.1	1	2.9	3.3
Finding out about costs at different schools or colleges and how to obtain financial aid . .	1	2.9	8	23.5	10	29.4	13	38.2	2	5.9	3.2
Obtaining financial aid to go to school or college.	0		20	58.8	5	14.7	7	20.6	2	5.9	2.8
Recommending fields of work likely to have expanding employment opportunities.	0		11	32.4	5	14.7	15	44.1	3	8.8	3.3
Totals	1	0	88	37	41	17	95	40	13	6	

Table 6.f.3.15

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST

STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING

SYCAMORE CONTROL (N=30)

	Amount of Help Given								
	None Sought (0)		Quite a Lot (1)		Some (2)		Not at All (3)		$\bar{X}$
	N	%	N	%	N	%	N	%	
. School Counselor	4	13.3	6	20.0	19	63.3	1	3.3	1.6
. School Teacher	3	10.0	3	10.0	22	73.3	2	6.7	1.8
. Friends	6	20.0	1	3.3	18	60.0	5	16.7	1.8
. Brothers/Sisters	11	36.7	2	6.7	11	36.7	6	20.0	1.4
. Parents	3	10.0	10	33.3	17	56.7	0		1.5
. Someone you Observed/ Interviewed	8	26.7	4	13.3	9	30.0	9	30.0	1.7
. Clergy	18	60.0	2	6.7	1	3.3	9	30.0	1
. Visitor to the Classroom	8	26.7	2	6.7	10	33.3	10	33.3	1.8
Totals	61	25	30	12	107	45	42	18	

					Services Consulted and:						
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful		$\bar{X}$
	N	%	N	%	N	%	N	%	N	%	
Learning how my interests and abilities fit with different jobs or occupations.	0		7	23.3	3	10.0	17	56.7	3	10.0	3.6
Finding out where to train for the job or occupation I wanted. . .	1	3.3	14	46.7	5	16.7	9	30.0	1	3.3	2.9
Placing me in a job or helping me to find employment	1	3.3	17	56.7	2	6.7	4	13.3	6	20.0	3
Finding out the schools or colleges I qualified for which suited my abilities and interests.	0		13	43.3	7	23.3	9	30.0	1	3.3	3
Finding out about costs at different schools or colleges and how to obtain financial aid . .	1	3.3	16	53.3	3	10.0	9	30.0	1	3.3	2.8
Obtaining financial aid to go to school or college.	1	3.3	22	73.3	1	3.3	4	13.3	2	6.7	2.5
Recommending fields of work likely to have expanding employment opportunities.	0		16	53.3	4	13.3	8	26.7	1	3.3	2.8
Totals	4	2	105	50	25	12	60	29	15	7	

Table 6 f.3.16

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST
STUDENT FEELING ON DEGREE OF GUIDANCE NEEDS AT PRE-TESTING
SYCAMORE EBCE (N=34)

NEED:	No Need (0)		Weak Need (1)		Moderate Need (2)		Strong Need (3)		X
	N	%	N	%	N	%	N	%	
o understand my abilities, nterests, and values.	2	5.9	6	17.6	5	14.7	21	61.8	2.4
o know more about my strengths nd weaknesses.	5	14.7	6	17.6	11	32.4	12	35.3	1.9
o better understand my tandardized test scores.	7	20.6	3	8.8	19	55.9	4	11.8	1.6
o learn how to make decisions nd set educational goals.	6	17.6	5	14.7	13	38.2	10	29.4	1.8
o know more about high school raduation requirements.	17	50.0	5	14.7	6	17.6	6	17.6	1.1
o select courses appropriate o my educational goals, nterests, and abilities.	5	14.7	5	14.7	11	32.4	13	38.2	2
o know how the courses I am aking relate to my plans fter high school.	7	20.6	4	11.8	10	29.4	13	38.2	1.9
o know about financial aids or education after high school.	5	14.7	1	2.9	8	23.5	19	55.9	2.3
o become more aware of ducational alternatives after igh school.	9	26.5	3	8.8	14	41.2	8	23.5	1.6
o become aware of career raining offered in my high nterest areas.	6	17.6	2	5.9	8	23.5	18	52.9	2.1
o know how the things that re important to me affect y career choice.	7	20.6	1	2.9	11	32.4	15	44.1	2
o know more about possible areers and the world of ork.	6	17.6	5	14.7	10	29.4	13	38.2	1.9
o do an in-depth exploration f jobs which relate to my nterests and abilities.	3	8.8	1	2.9	5	14.7	24	70.6	2.5
o have actual on-the-job xperience to know what it is ike to be employed.	7	20.6	4	11.8	10	29.4	13	38.2	1.9
o develop a flexible career lan.	4	11.8	3	8.8	14	41.2	13	38.2	2.1
o know how to apply and inter- iew for jobs.	4	11.8	9	26.5	9	26.5	11	32.4	1.8
o obtain part-time and/or summer ork related to my career election.	6	17.6	3	8.8	7	20.6	18	52.9	2
o communicate better with others, articularly adults.	8	23.5	5	14.7	2	5.9	19	55.9	2
Totals	114	19	71	12	173	29	232	40	

Table 6.f.3.17

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST
STUDENT FEELING ON DEGREE OF GUIDANCE NEEDS AT PRE-TESTING
SYCAMORE CONTROL (N=30)

	No Need (0)		Weak Need (1)		Moderate Need (2)		Strong Need (3)		$\bar{X}$
NEED:	N	%	N	%	N	%	N	%	
o understand my abilities, nterests, and values.	3	10.0	4	13.3	17	56.7	6	20.0	1.9
o know more about my strengths nd weaknesses.	2	6.7	5	16.7	15	50.0	7	23.3	2
o better understand my tandardized test scores.	3	10.0	9	30.0	12	40.0	6	20.0	1.7
o learn how to make decisions nd set educational goals.	5	16.7	5	16.7	11	36.7	9	30.0	1.8
o know more about high school raduation requirements.	17	56.7	6	20.0	4	13.3	3	10.0	1
o select courses appropriate o my educational goals, nterests, and abilities.	6	20.0	3	10.0	11	36.7	10	33.3	1.9
o know how the courses I am aking relate to my plans fter high school.	5	16.7	3	10.0	15	50.0	7	23.3	1.8
o know about financial aids or education after high school.	3	10.0	1	3.3	10	33.3	16	53.3	2.3
o become more aware of ducational alternatives after igh school.	5	16.7	6	20.0	11	36.7	7	23.3	1.7
o become aware of career raining offered in my high nterest areas.	5	16.7	6	20.0	8	26.7	11	36.7	1.9
o know how the things that re important to me affect y career choice.	3	10.0	5	16.7	14	46.7	8	26.7	1.9
o know more about possible areers and the world of ork.	4	13.3	6	20.0	11	36.7	9	30.0	1.9
o do an in-depth exploration f jobs which relate to my nterests and abilities.	4	13.3	5	16.7	11	36.7	10	33.3	1.9
o have actual on-the-job xperience to know what it is ike to be employed.	12	40.0	2	6.7	6	20.0	9	30.0	1.4
o develop a flexible career lan.	5	16.7	6	20.0	9	30.0	10	33.3	1.8
o know how to apply and inter- iew for jobs.	9	30.0	5	16.7	7	23.3	8	26.7	1.5
o obtain part-time and/or summer ork related to my career election.	11	36.7	5	16.7	8	26.7	6	20.0	1.3
o communicate better with others, articularly adults.	3	10.0	7	23.3	12	40.0	8	26.7	1.9
Totals	105	20	89	16	192	36	150	28	

Table 6.f.3.18

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST

STUDENT FEELING ABOUT CAREER NEED AREAS AND THE DEGREE TO WHICH THE NEED IS BEING MET

SYCAMORE EBCE (N=34)

I NEED:	Moderate Need (1.5)		Strong Need Partially Met (2.0)		Strong Need Unmet (3.0)		$\bar{X}$
	N	%	N	%	N	%	
To understand my abilities, interests, and values.	13	38.2	--	--	2	5.9	1.2
To know more about my strengths and weaknesses.	8	23.5	1	2.9	1	2.9	1.1
To better understand my standardized test scores.	1	2.9	3	8.8	1	2.9	1
To learn how to make decisions and set educational goals.	6	17.6	--	--	2	5.9	1.1
To know more about high school graduation requirements.	2	5.9	2	5.9	1	2.9	1
To select courses appropriate to my educational goals, interests, and abilities.	3	8.8	1	2.9	1	2.9	1
To know how the courses I am taking relate to my plans after high school.	8	23.5	--	--	2	5.9	1.2
To know about financial aids for education after high school	8	23.5	1	2.9	9	26.5	1.8
To become more aware of educational alternatives after high school.	5	14.7	2	5.9	1	2.9	1.2
To become aware of career training offered in my high interest areas.	13	38.2	--	--	3	8.8	1.4
To know how the things that are important to me affect my career choice.	7	20.6	1	2.9	4	11.8	1.4
To know more about possible careers and the world of work.	7	20.6	--	--	3	8.8	1.2
To do an in-depth exploration of jobs which relate to my interests and abilities.	8	23.5	--	--	2	5.9	1.2
To have actual on-the-job experience to know what it is like to be employed.	4	11.8	--	--	1	2.9	1
To develop a flexible career plan.	6	17.6	2	5.9	2	5.9	1.3
To know how to apply and interview for jobs.	3	8.8	--	--	--	--	1
To obtain part-time and/or summer work related to my career selection.	3	8.8	2	5.9	11	32.4	1.9
To communicate better with others, particularly adults.	8	23.5	--	--	3	8.8	1.2
Totals	113	64	15	8	49	28	

Table 6.f.3.19

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST
STUDENT FEELING ABOUT CAREER NEED AREAS AND THE DEGREE TO WHICH THE NEED IS BEING MET
SYCAMORE CONTROL (N=30)

I NEED:	Moderate Need (1.5)		Strong Need Partially Met (2.0)		Strong Need Unmet (3.0)		$\bar{X}$
	N	%	N	%	N	%	
To understand my abilities, interests, and values.	4	13.3	2	6.7	--	--	1
To know more about my strengths and weaknesses.	6	20.0	3	10.0	1	3.3	1.2
To better understand my standardized test scores.	3	10.0	3	10.0	1	3.3	1
To learn how to make decisions and set educational goals.	6	20.0	2	6.7	1	3.3	1.2
To know more about high school graduation requirements.	--	--	--	--	--	--	.5
To select courses appropriate to my educational goals, interests, and abilities.	4	13.3	--	--	2	6.7	1
To know how the courses I am taking relate to my plans after high school.	2	6.7	2	6.7	2	6.7	1.2
To know about financial aids for education after high school	2	6.7	3	10.0	12	40.0	2
To become more aware of educational alternatives after high school.	2	6.7	2	6.7	2	6.7	1.2
To become aware of career training offered in my high interest areas.	6	20.0	2	6.7	3	10.0	1.3
To know how the things that are important to me affect my career choice.	4	13.3	3	10.0	2	6.7	1.3
To know more about possible careers and the world of work.	5	16.7	4	13.3	3	10.0	1.4
To do an in-depth exploration of jobs which relate to my interests and abilities.	2	6.7	4	13.3	4	13.3	1.5
To have actual on-the-job experience to know what it is like to be employed.	--	--	3	10.0	4	13.3	1.5
To develop a flexible career plan.	5	16.7	3	10.0	3	10.0	1.3
To know how to apply and interview for jobs.	3	10.0	1	3.3	--	--	1
To obtain part-time and/or summer work related to my career selection.	1	3.3	6	20.0	3	10.0	1.5
To communicate better with others, particularly adults.	3	10.0	1	3.3	3	10.0	1.2
Totals	58	38	44	29	49	32	

Table 6.f.3.20

MEAN DIFFERENCE RATINGS GIVEN TO
SPECIFIC CAREER GUIDANCE NEEDS INDICES

SYCAMORE PRE-POST ANALYSES

Question	Respondent	PRE * n	PRE * Mean	PRE * t-Test **	POST * n	POST * Mean	POST * t-Test **	Change in Mean
To understand my abilities, interests, and values.	EBCE	33	1.15		23	.92		- .23
	CONTROL	27	1.01	.93	14	1.14	-1.51	.13
To know more about my strengths and weaknesses.	EBCE	27	1.10		22	.99		- .11
	CONTROL	27	1.19	- .53	16	1.01	- .16	- .18
To better understand my standardized test scores.	EBCE	27	1.02		20	1.07		.05
	CONTROL	28	.99	.17	15	1.42	-1.33	.43
To learn how to make decisions and set educational goals.	EBCE	28	1.05		24	1.10		.05
	CONTROL	25	1.12	- .37	12	1.49	-1.34	.37
To know more high school graduation requirements.	EBCE	19	1.00		18	.87		- .13
	CONTROL	18	.497	2.50	11	.71	.67	.21
To select courses appropriate to my educational goals, interests, and abilities.	EBCE	28	1.04		24	1.02		- .02
	CONTROL	26	1.01	.13	15	1.27	-1.07	.26
To know how the courses I am taking relate to my plans after high school.	EBCE	27	1.20		22	.85		.35
	CONTROL	25	1.16	.24	15	1.16	-1.32	0
To know about financial aids for education after high school.	EBCE	27	1.80		23	1.03		- .77
	CONTROL	26	2.04	- .93	16	1.60	-2.11	- .44
To become more aware of educational alternatives after high school.	EBCE	25	1.13		23	.78		- .35
	CONTROL	23	1.17	- .25	12	.93	- .86	- .24
To become more aware of career training offered in my high interest areas.	EBCE	28	1.35		25	1.34		- .01
	CONTROL	25	1.27	.37	12	1.67	-1.11	.40
To know how things that are important to me affect my career choice.	EBCE	27	1.37		23	1.20		- .18
	CONTROL	26	1.22	.75	13	1.35	- .64	.13

Table 6.f.3.20 (cont'd)

MEAN DIFFERENCE RATINGS GIVEN TO
SPECIFIC CAREER GUIDANCE NEEDS INDICES

SYCAMORE PRE-POST ANALYSES

Question	Respondent	PRE* n	PRE* Mean	PRE* t-Test**	POST* n	POST* Mean	POST* t-Test**	Change in Mean
To know more about possible careers in the world of work.	EBCE	28	1.15		24	.96		- .19
	CONTROL	26	1.31	- .73	14	1.25	- .86	- .06
To do an in-depth exploration of jobs which relate to my interests and abilities.	EBCE	30	1.20		24	.84		- .36
	CONTROL	25	1.45	-1.30	12	1.33	-2.14	- .12
To have actual on-the-job experience, to know what it is like to be employed.	EBCE	29	.97		22	1.11		.14
	CONTROL	19	1.44	-2.13	11	1.58	-1.48	.14
To develop a flexible career plan.	EBCE	29	1.23		23	1.30		.07
	CONTROL	25	1.30	- .35	14	1.32	- .08	.02
To know how to apply and interview for jobs.	EBCE	29	.77		24	1.01		.34
	CONTROL	23	.88	- .94	13	1.31	-1.14	.43
To obtain part-time and/or summer work related to my career selection.	EBCE	29	1.82		21	1.71		- .11
	CONTROL	20	1.47	1.25	12	1.82	- .25	.35
To communicate better with others, particularly adults.	EBCE	27	1.20		22	1.13		- .07
	CONTROL	26	1.19	.05	11	1.06	.23	.13

* Scale:
- High Priority - Unmet Need = 2.00 - 3.00
- High Priority - Partially Met Need = 1.50 - 2.00
- Moderate Priority - Unmet Need = 1.25 - 1.50
- Moderate Priority - Partially Met Need = 1.00 - 1.25
- Low Need = .75 - 1.00

**Significant at the ±2.46 level.

In both the beginning self-assessment items (self-understanding, relating one's values to the career wrold) and the career planning/selection areas, control students evidenced a tendency for stronger career guidance needs. While few statistically reliable differences were observable, it is quite clear that the EBCE and control group were more dissimilar at post testing than at pre testing. EBCE students persisted in reporting strong needs in terms of needing to find employment and integrating the present activities with their postsecondary plans.

6.f.3.5 Structured Student Interviews

In order to document the students' subjective experiences in and attitudes toward EBCE, EMS randomly selected sixteen students for a series of structured interviews. The students were contacted by EMS interviewers three times throughout the school year. The interviewers saw clear gains in maturity and self-understanding as the year progressed. These specific findings highlight the interviewees' comments:

- Students typically sought out EBCE in order to identify new careers of interest and to broaden their occupational base of knowledge.
- Sycamore students were quick to benefit from (and recognize that they were benefiting) the process of career exploration. Many students, only two months into the project, saw the value of career inquiry, questioning, and observation.
- EBCE classroom time was criticized; many students felt that a more learning or structured experience could be created and as a consequence less students would be wasted.
- The majority of EBCE students saw a real void in the high school curricula in terms of improving their career development knowledge.
- Students felt that they would benefit from sharing their EBCE experiences with the other EBCE students in a structured presentation or question/answer period.
- Sycamore faculty would benefit from more knowledge of EBCE and first-hand presentations of student projects; apparently misunderstandings persist.
- The majority of EBCE students needed and are clearly benefiting from a different learning experience; their success in the regular classroom was well established with traditional classroom activities getting somewhat routine.
- The community resources would effectuate better service if better coordination between the student, learning

manager, and resource would take place; the community resources need better direction and more involvement in the full EBCE process.

- Students saw the need for a mandatory survival skills course.
- As EBCE students changed their primary career orientation, they credited EBCE with that transformation.
- In an unsolicited open-ended section of the interview, Sycamore students believed that their planning skills and self-management skills were significantly improved.

6.f.3.6 Dropout/Early Leaver Interviews

Five students were identified as dropouts or early leavers from the program. EMS interviewed each by telephone. Their stated reasons for leaving included:

- Personality conflicts with the learning coordinator; one student complained that the learning coordinator told her what to do and never listened to her needs.
- Too much paper/written work.
- Misperceived the purpose of EBCE; he thought EBCE would get him a job.
- Disliked interviewing and contacting resources; she knew what occupational path she was going to select.

The dropouts contacted, as a rule, felt that the concept of EBCE was positive and extremely worthwhile. Many seemed to the interviewer to be more academic in orientation and less concerned with integrating academics with the world of work.

6.f.3.7 Locally Directed Evaluation

Sycamore EBCE staff administered a series of short form questionnaires to students, faculty, resource people, etc. The primary analyses was performed by Sycamore EBCE staff. EMS performed a secondary analyses of the data. The main findings are summarized by audience type or resource group.

EBCE STUDENT QUESTIONNAIRE RESPONSES:

A total of 42 EBCE students were asked to complete the L.D.E. questionaire; 28 students complied. These findings are based on a 60 percent response rate.

- EBCE students felt that they gained extensive knowledge in these areas: career planning, job seeking, job applications, lifelong career goals, etc.

- Math and reading skills were not seen as particularly positively affected even though gaining general academic knowledge was rated quite favorably.

- In addition, these process skills were credited as EBCE outcomes: learning research skills, better skills for working with adults, and thinking through and solving problems.

- In terms of which EBCE learning activities worked for students, two activities were highly rated. These were: visiting resource persons/organizations, and taking an off-campus course. Project planning systems and individual guidance from the learning coordinators were next most favorably rated. Resource information forms and classroom career materials were least favorably rated.

- The attitudes of EBCE students indicate that most believe that EBCE is best suited to the higher ability students and that the guidance staff should review interested applicants and make final selection recommendations. Nearly all students would participate in the program again.

- Students spent an average of fifteen to thirty hours with a single resource person; resource contacts were favorably critiqued for their level of involvement and coordination of a wide variety of learning activities.

- The students unequivocally reported that EBCE provided them their only option to learn about careers, self-assessment, and lifelong planning. In addition, EBCE saw themselves as planning their own activities, managing their own time, and taking responsibility for their actions and educational performance.

GENERAL STUDENT BODY QUESTIONNAIRE:

A total of 68 students from the general student body completed a short set of survey items.

- Students, in general, did not feel that they learned a great deal about careers or how to plan careers.

- Gaining academic skills was moderately rated as improved over the year's time.

- Most of the general student body were not very familiar with EBCE; in addition, their information of EBCE almost exclusively came from other students

or teachers, rarely did students credit counselors with providing them adequate information about EBCE.

RESOURCE PERSON QUESTIONNAIRE:

A total of 85 resource questionnaires were mailed; 48 questionnaires were returned and analyzed.

- Resource personnel felt that EBCE students came adequately prepared with specific questions and/or objectives of their visits and observations.
- While the resource persons clearly felt that EBCE students benefited from the community experiences, a significant number felt that students could be better monitored and that more could be expected of students, i.e., higher standards.
- Essentially all of the resource personnel were willing to serve in similar capacities again.

PARENT QUESTIONNAIRE RESPONSES:

A total of 46 questionnaires were mailed; 27 were completed and returned.

- Parents, to a large degree, felt that their son or daughter strongly benefited from EBCE. While parents did not see a great deal of improvement in their son/daughter's academic skills they did see great improvement in his/her research skills and inter-personal development. In addition, their son/daughter's decision-making and problem solving areas were highly attributed to EBCE.
- Parents saw clear benefits to the process of EBCE and particularly favored EBCE to enhance their son/daughter's career development process.

6.f.4 THE STATEWIDE ILLINOIS PROJECT

This section discusses three aspects of the (overall) Illinois Experience-Based Career Education Project. These are: Staffing and Management (6.f.4.1); Support of Project's EBCE Sites (6.f.4.2); and Progress on Major Project Objectives (6.f.4.3).

6.f.4.1 Staffing and Management

The Illinois Project in Experience-Based Career Education has been receiving its Statewide leadership from staff members in Research and Development, Department of Adult, Vocational and Technical Education, Illinois Office of Education. Excellent leadership and coordination has been provided by an EBCE Coordinator, with encouragement by the Manager and Assistant Manager, Research and Development, as well as other members of that section. In addition to this EBCE Demonstration Project, the same personnel provided leadership to a NIE-funded statewide implementation project, with assistance from personnel at Eastern Illinois University and other universities in the coordination of EBCE training. The management of both EBCE projects in the same section, with leadership being provided by the same personnel, has been demanding, yet rewarding in terms of the coordination of EBCE statewide thrusts in Illinois. Real efforts have been extended to involve personnel in other sections of the Department of Adult, Vocational and Technical Education, and the Illinois Office of Education as well. There have likewise been efforts extended to initiate EBCE programming efforts in many local Illinois school districts beyond Decatur, Joliet, and Sycamore. The Illinois Statewide EBCE coordinators and planners have also taken leadership within Region V, USOE, as well as through a task force which effectively initiated a national EBCE network. In summary, much effort and interest have been extended by those who staff and manage both the EBCE Demonstration Project as well as the Statewide Implementation Project.

6.f.4.2 Support of Project's EBCE Sites

The EBCE demonstration sites at Decatur, Joliet, and Sycamore have received excellent support and leadership from Research and Development, Department of Adult, Vocational and Technical Education (DAVTE). Individual site visitations have been made in the spirit of assisting the local EBCE staffs, who are situated where students are actually involved in experience-based career education activities. Materials linking the Illinois project with the rest of the nation's EBCE efforts have been made available, and conferences have been called to encourage EBCE staff training and joint planning. DAVTE has been particularly helpful with assistance to the third-party evaluation efforts, with the Evaluator being fully informed regarding statewide/national EBCE developments, and coordinated activities relating to the three sites at Decatur, Joliet, and Sycamore.

6.f.4.3 Progress Toward Objectives

The Statewide evaluation of EBCE program activities dealt mainly with student specific outcomes together with monitoring programmatic change and directional orientations. It is important to note that all three respective EBCE staffs spent greater than one-third of their time in disseminating EBCE concepts and program activities. Their work in the area of dissemination has been and will likely continue to be commendable. In addition, numerous information-sharing newsletters were developed by EBCE staff. Of critical importance was the teacher training and re-training options provided through EBCE efforts. Many teachers/faculty participated in EBCE education courses. It would be worthwhile to survey these participants in order to ascertain any subsequent class activity modification.

As regards the assessment of learner outcomes and characteristics, the following statements served to summarize statewide findings.

STUDENT COMPONENT:

Attendance - While student absenteeism rates accelerated by grade level and EBCE students were absent more frequently than non-EBCE students, the data indicate that EBCE participation may have slowed absenteeism but did not significantly lower absenteeism. Refer to Exhibit 6.f.4.1.

1977 and 1978 Graduates - Follow-up data provided these conclusions:

- Compared to high school teachers or counselors, EBCE coordinators and resources were credited with quality career guidance and planning help to students. High school teachers/counselors offer students minimal assistance while the assistance received from EBCE coordinators was extensive.

- Students found EBCE more enjoyable than regular school, would elect to participate in EBCE again, reported more confidence in planning and decision-making skills and more effective means of communicating with adults. (Relatively, the learner outcome/contacting adults received the most positive response.)

- The skills listed on the guidance needs index were generally rated as highly important for high school emphasis in the curricula; in other words, students reported strong career education and guidance needs while in high school.

Exhibit 6.f.4.1

ABSENTEEISM RATES FOR EACH EBCE PROJECT SITE BY GRADE HISTORY

Project Site	9th Grade %	10th Grade %	11th Grade %	12th* Grade %
Decatur				
EBE	8.2	9.6	11.1	8.0
Control	8.1	9.3	7.3	10.2
Joliet - Central				
EBE	-	10.8	14.06	6.1
Control	-	5.03	10.21	4.7
Joliet - East				
EBE	-	8.9	14.85	7.8
Control	-	8.6	14.3	7.1
Sycamore				
EBE	-	5.2	6.4	6.8
Control	-	3.9	5.6	5.2

* Twelfth grade figures based on first semester attendance only.

- These guidance needs were rated as particularly important:

  . Understanding my abilities, interests, values.

  . Knowing my strengths/weaknesses.

  . Learning how to make decisions and set educational goals.

  . Becoming aware of career training in my high interest areas.

  . Knowing more about possible careers and the world of work.

  . Selecting courses appropriate to my educational goals, interests and abilities.

- Parents were credited with assisting the students in areas of personal growth counseling while EBCE staffs were credited (exclusively) with assisting students in career planning, knowledge of work and career exploration skills. Frequently twice as many students (and in some cases, three times as many students) reported that EBCE rather than school counselors assisted them in the career guidance areas. Refer to Tables 6.f.4.1 to 6.f.4.4.

Pre-Assessment Data - Pre-assessment data provided these findings:

- EBCE and control students reported similar needs at pre testing and apparently represent comparable cohorts of students.

- EBCE and control students are aware of the counseling or guidance services available but fifty percent of the students do not opt to consult these services, i.e., existing guidance services do not serve students in the areas of decision-making, career guidance, and planning.

- Like the EBCE program graduates, 1978-79 EBCE students reported strong self-assessment and guidance needs supporting the provision for EBCE programming.

- Students tend to enroll in EBCE for a career knowledge broadening emphasis (i.e., finding out about work, working, and exploring careers) as opposed to more process related outcomes such as improving their decision-making skills or their planning skills. The main positive outcomes or effects of EBCE, however, deal with the latter process skills.

Table 6.f.4.1

FOLLOW-UP SURVEY
EBCE PARTICIPANTS FIRST/SECOND YEARS OF EBCE, ALL SITES

STUDENT POSTSECONDARY PLANS
1978 FALL FOLLOW-UP

TOTAL SAMPLE
N/R = 113

Items:	N	%
What are you doing this Fall?		
Going to school, but not working	40	35.4
Mostly going to school, but working part-time	41	36.3
Mostly working, but going to school part-time	6	5.3
Working, not going to school	10	8.8
Other activities (instead of going to school or working)	4	3.5
In what kind of educational program are you enrolled in this Fall?		
None	22	19.5
Apprenticeship or on-the-job training	5	4.4
Vocational, technical, or business school	--	--
Technical or vocational courses at a junior college or community college	4	3.5
Academic courses at a junior or community college	20	17.7
Four-year college or university	40	35.4
Other educational program	9	8.0
Don't know	13	11.5

Table 6.f.4.2

FOLLOW-UP SURVEY
EBCE PARTICIPANTS FIRST/SECOND YEARS OF EBCE, ALL SITES

STUDENT PERCEPTIONS OF CAREER EDUCATION GUIDANCE
RECEIVED FROM HIGH SCHOOL STAFF

1978 FALL FOLLOW-UP

TOTAL SAMPLE
N/R = 113

Item:

Please rate how much assistance you were given in high school in the area of career education and planning from each of the following type of staff:

	HOW MUCH ASSISTANCE DID YOU RECEIVE?								
	$\bar{x}$	None		Somewhat		A Lot		Quite A Lot	
		N	%	N	%	N	%	N	%
High School Teachers/Principal	1.9	30	26.5	45	39.8	16	14.2	2	1.8
High School Counselor	2.1	24	21.2	46	40.7	13	11.5	9	8.0
EBCE Learning Coordinators/ Staff	2.8	8	7.1	27	23.9	34	30.1	27	23.9
EBCE Community Resources	2.9	5	4.4	36	31.9	23	20.4	32	28.3

Table 6.f.4.3

FOLLOW-UP SURVEY
EBCE PARTICIPANTS FIRST/SECOND YEARS OF EBCE, ALL SITES

STUDENT ASSESSMENT OF SELECTED EBCE OUTCOMES
1978 FOLLOW-UP

TOTAL SAMPLE
N/R = 113

Item:	$\bar{x}$	Strongly Disagree		Disagree		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%
Participating in EBCE was more enjoyable than participating in the regular school program.....	3.3	5	4.4	8	7.1	37	32.7	42	37.2
EBCE motivated me to further my education after high school.....	2.5	15	3.3	25	22.1	46	40.7	8	7.1
I am more comfortable contacting adults to gain information I need as result of being in EBCE.....	3.0	8	7.1	14	12.4	64	56.6	25	22.1
If I were in high school now, I would enroll in EBCE again.....	3.1	6	5.3	20	17.7	27	23.9	40	35.4
As a result of participating in EBCE, I manage my time and am better able to plan for the immediate and long-range future.....	2.6	11	9.7	36	31.9	42	37.2	13	11.5
I am better able to make decisions and plan for myself as result of participating in EBCE.....	2.7	7	6.2	27	23.9	52	46.0	11	9.7

Table 6.1.4.4

1978 EBCE STUDENT FOLLOW-UP

STUDENT ASSESSMENT OF HIGH SCHOOL NEEDS AND PERSONS WHO PROVIDED GUIDANCE OR GENERAL ASSISTANCE

TOTAL SAMPLE
N/R = 113

In high school, I consider this area:							Who helped you?								
Unimportant		Somewhat Important		Very Important		CAREER GUIDANCE NEED AREAS:	Community Resource	Counselors	EBCE Staff	Friends	Pd. Employment	Parents	Regular Teachers	Other	No Assistance Received
N	%	N	%	N	%		N	N	N	N	N	N	N	N	N
2	1.8	17	15.0	74	65.5	Understanding my abilities, interests, and values.	22	8	40	30	15	56	20	16	20
3	2.7	24	21.2	61	54.0	Knowing more about my strengths and weaknesses.	11	10	37	31	11	50	24	10	19
20	17.7	53	46.9	15	13.3	Better understanding my standardized test scores.	2	56	35	2	2	21	29	7	36
2	1.8	21	18.6	66	58.4	Learning how to make decisions and set educational goals.	13	29	48	7	3	59	19	6	25
25	22.1	33	29.2	30	26.5	Knowing more about high school graduation requirements.	1	72	7	5	2	28	47	4	27
3	2.7	16	14.2	70	61.9	Selecting courses appropriate to my educational goals, interests, and abilities.	11	57	14	7	2	25	17	10	16
5	4.4	34	30.1	68	60.2	Knowing how the courses I am taking relate to my plans after high school.	14	47	38	4	1	17	19	4	29
17	15.0	41	36.3	49	43.4	Knowing about financial aids for education after high school.	3	51	32	5	4	23	10	8	29
9	8.0	34	30.1	64	56.6	Becoming more aware of educational opportunities after high school.	17	37	53	9	3	18	9	8	22
4	3.5	20	17.7	81	71.7	Becoming aware of career training offered in my high interest areas.	34	24	64	10	7	8	9	8	20
3	2.7	15	13.3	70	61.9	Knowing more about possible careers and the world of work.	36	20	64	8	8	8	4	7	5
2	1.8	27	23.9	59	52.2	Doing an in-depth exploration of jobs which relate to my interests and abilities.	47	8	77	2	4	4	2	3	8

(6) page 117

Table 6.f.4.4 (cont'd)

1978 EBCE STUDENT FOLLOW-UP

STUDENT ASSESSMENT OF HIGH SCHOOL NEEDS AND PERSONS WHO PROVIDED GUIDANCE OR GENERAL ASSISTANCE

TOTAL SAMPLE
N/R = 113

In high school, I consider this area:							Who helped you?								
Unimportant		Somewhat Important		Very Important		CAREER GUIDANCE NEED AREAS:	Community Resource	Counselors	EBCE Staff	Friends	Pd. Employment	Parents	Regular Teachers	Other	No Assistance Received
N	%	N	%	N	%		N	N	N	N	N	N	N	N	N
8	7.1	22	19.5	58	51.3	Having actual on-the-job experience to know what it is like to be employed.	49	2	31	1	41	7	4	3	9
5	4.4	32	28.3	50	44.2	Developing a flexible career plan.	19	31	64	22	23	34	23	24	39
5	4.4	29	25.7	65	57.5	Knowing how to apply and interview for jobs.	33	20	73	23	15	17	21	12	23
20	17.7	38	33.6	35	31.0	Obtaining part-time and/or summer work related to my career selection.	18	6	15	25	8	15	13	14	50
11	9.7	22	19.5	63	55.8	Improving my ability to communicate with adults.	44	3	53	23	13	30	20	8	7

(6) page 118

Case Study Interview Data - These findings are supported by the case studies on selected students:

- Students unequivocally reported that EBCE actually taught them how to plan and that they held none of these skills prior to participating in EBCE.
- Contrary to the students' express purpose in enrolling in EBCE, i.e., to study/explore work and careers, students report learning a process of investigation as opposed to a broader knowledge of careers.
- From the case study investigation, it appears that students do not broaden or expand their knowledge/cognition of careers and jobs and the world of work in general. The program does increase knowledge of the importance of certain job seeking and job keeping attitudes.
- While the following conclusion depends in part on the project site, generally EBCE enables students to find out if their predetermined interest areas are still of interest or can be discounted. The program is less able to help students to systematically develop new applicable interest areas for exploration.
- Students with less certain or no strong career orientations (interests) seemed to benefit more from group discussions on careers and shared time experiences with other students.
- In contrast, students with stronger career orientations (interests) preferred the independence and benefited positively from experiencing on-the-job situations.
- For both types of students, the strength of the EBCE program lies in the experiential emphasis. How the experiential activities are stimulated or reinforced (group or individual basis) affects the degree and quality of impact on students.
- Students in self-report indicated that they have learned greater respect for others through EBCE through: keeping appointments, management of time, and accountability to resources and staff.

Dropout Data - Based on thirty phone interviews with EBCE dropouts or students who selected not to re-enroll at the semester, these findings are dominant:

- Students generally dislike EBCE because of the paperwork or the tasks that required self-initiation. These students frequently reported that they would like more group interaction.

- Students who left the program early often did so because they were misinformed about the program intent, i.e., they thought they were going to get employment through EBCE.

- Other predominant reasons for leaving early included:

  . disliking to contact adults;

  . unable to identify areas of interest for study, i.e., program was unable
  . to stimulate occupational interest in students; and

  . personality conflicts with EBCE coordinators.

- A significant number of early leavers felt that the community resources were not well informed as to what would comprise a "positive learning experience." Students left because job related experiences were not offered by the resource they had selected.

Student Growth Measures

- On the Career Guidance Needs Index survey last fall, EBCE and control students reported receiving minimal career guidance assistance from school staff. At post testing in the spring, EBCE students reported the receipt of valuable career guidance with significantly more students receiving career guidance help. EBCE students reported that the range of career guidance services were not only available and accessible but were "very helpful." On the contrary, more control students at post testing reported that career guidance services were not available. In addition, when control students received assistance they rated the assistance less favorably at post testing than at pre testing. Over one-third of the control students reported that they did not seek out career guidance at pre or post testing reportage. To summarize, EBCE students reported the receipt of quality and timely career guidance services (save in job placement which was not seen as a high area of assistance) while the control students were more critical of the quality and quantity of assistance offered through their respective high school guidance services. Tables 6.f.4.5 and

Table 6.f.4.5

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST
STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING
EBCE STUDENTS (N=143)

	Amount of Help Given							
	None Sought (0)		Quite A Lot (1)		Some (2)		Not At All (3)	
	N	%	N	%	N	%	N	%
1. School Counselor	12	8.4	32	22.4	60	42.0	39	27.3
2. School Teacher	19	13.4	22	15.5	69	48.6	32	22.5
3. Friends	10	7.0	24	16.8	78	54.5	31	21.7
4. Brothers/Sisters	27	18.9	22	15.4	50	35.0	44	30.8
5. Parents	8	5.6	67	47.2	61	43.0	6	4.2
6. Someone you Observed/ Interviewed	33	23.6	34	24.3	53	37.9	20	14.3
7. Clergy	65	46.1	10	7.1	26	18.4	40	28.4
8. Visitor to the Classroom	34	23.8	17	11.9	56	39.2	36	25.2

					Services Consulted and:					
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful	
	N	%	N	%	N	%	N	%	N	%
Learning how my interests and abilities fit with different jobs or occupations.	7	4.9	40	28.0	21	14.7	49	34.3	26	18.2
Finding out where to train for the job or occupation I wanted	11	7.7	35	24.6	15	10.6	49	34.5	32	22.5
Placing me in a job or helping me to find employment	15	10.6	70	49.3	10	7.0	13	9.2	34	23.9
Finding out the schools or colleges I qualified for which suited my abilities and interests. .	5	3.5	48	33.6	22	15.4	40	28.0	28	19.6
Finding out about costs at different schools or colleges and how to obtain financial aid . . .	6	4.2	54	37.8	22	15.4	38	26.6	23	16.1
Obtaining financial aid to go to school or college.	6	4.2	78	54.5	11	7.7	21	14.7	27	18.9
Recommending fields of work likely to have expanding employment opportunities.	3	2.1	51	35.7	18	12.6	40	28.0	31	21.7

6.f.4.6 present the EBCE pre and post data. Tables 6.f.4.7 and 6.f.4.8 present the control pre/post data.

- In regards to specific attitudinal changes, it was clear from the student "t" test that greater growth (change) took place for EBCE students than for control students. Table 6.f.4.9 displays "t" values for each needs statement; the larger the "t" value, the greater the student growth over time. Statistically significant growth was evidenced for EBCE students specific to the needs statements:

    . To understand my abilities, interests, and values.

    . To know more about my strengths and weaknesses.

    . To know how the courses I am taking relate to my plans after high school.

    . To know about financial aid for education after high school.

    . To become aware of educational alternatives after high school.

    . To know more about possible careers in the world of work.

    . To do an in-depth exploration of jobs which relate to my interests/abilities.

    . To have actual on-the-job experience, to know what it is like to be employed.

- The significance of the change lies in the fact that EBCE students reported fewer needs in these areas. Control students evidenced a statistically significant change on only one item: to become more aware of educational alternatives after high school. Furthermore, in two cases at post testing the control students reported a higher needs index; these were:

    . To learn how to make decisions and set educational goals.

    . To become more aware of career training offered in my high interest areas.

Thus, students not served by EBCE report a higher need level at graduation for specific yet highly critical elementary and basic career guidance

Table 6.1.4.6

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - POST-TEST
STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING
EBCE STUDENTS (N = 102)

	Amount of Help Given							
	None Sought (0)		Quite A Lot (1)		Some (2)		Not At All (3)	
	N	%	N	%	N	%	N	%
1. School Counselor	8	7.8	20	19.6	48	47.1	26	25.5
2. School Teacher	13	12.7	20	19.6	54	52.9	15	14.7
3. Friends	12	11.8	20	19.6	52	51.0	18	17.6
4. Brothers/Sisters	16	15.7	16	15.7	46	45.1	24	23.5
5. Parents	5	5.0	32	31.7	57	56.4	7	6.9
6. EBCE Resource Person	2	2.0	55	56.1	34	34.7	7	7.1
7. EBCE Learning Coordinator	1	1.0	54	55.7	38	39.2	4	4.1
8. Visitor to the Classroom	8	8.0	14	14.0	44	44.0	34	34.0

					Services Consulted and:					
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful	
	N	%	N	%	N	%	N	%	N	%
Learning how my interests and abilities fit with different jobs or occupations.	1	1.0	3	2.9	42	41.2	51	50	5	4.9
Finding out where to train for the job or occupation I wanted	1	1.0	13	12.7	40	39.2	45	44.1	3	2.9
Placing me in a job or helping me to find employment	24	23.5	27	26.5	19	18.6	20	19.6	12	11.8
Finding out the schools or colleges I qualified for which suited my abilities and interests. .	8	7.8	27	26.5	27	26.5	32	31.4	8	7.8
Finding out about costs at different schools or colleges and how to obtain financial aid . . .	6	5.9	34	33.3	21	20.6	28	27.5	13	12.7
Obtaining financial aid to go to school or college.	13	12.9	41	40.6	14	13.9	19	18.8	14	13.9
Recommending fields of work likely to have expanding employment opportunities.	4	3.9	16	15.7	32	31.4	47	46.1	3	2.9

Table 6.f.4.7

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - PRE-TEST
STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING
CONTROL STUDENTS (N=102)

	Amount of Help Given							
	None Sought (0)		Quite A Lot (1)		Some (2)		Not At All (3)	
	N	%	N	%	N	%	N	%
1. School Counselor	9	8.9	22	21.8	58	57.4	12	11.9
2. School Teacher	9	9.0	20	20.0	56	56.0	15	15.0
3. Friends	12	12.0	15	15.0	55	55.0	18	18.0
4. Brothers/Sisters	18	17.8	20	19.8	42	41.6	21	20.8
5. Parents	6	6.0	47	47.0	43	43.0	4	4.0
6. Someone you Observed/ Interviewed	21	21.0	20	20.0	38	38.0	21	21.0
7. Clergy	47	48.0	6	6.1	13	13.3	32	32.7
8. Visitor to the Classroom	22	21.8	8	7.9	44	43.6	27	26.7

					Services Consulted and:					
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful	
	N	%	N	%	N	%	N	%	N	%
Learning how my interests and abilities fit with different jobs or occupations.	3	3.0	34	34.0	16	16.0	35	35.0	12	12.0
Finding out where to train for the job or occupation I wanted	7	6.9	41	40.6	25	24.8	22	21.8	6	5.9
Placing me in a job or helping me to find employment	6	5.9	54	53.5	12	11.9	16	15.8	13	12.9
Finding out the schools or colleges I qualified for which suited my abilities and interests. .	3	3.0	40	39.6	21	20.8	28	27.7	9	8.9
Finding out about costs at different schools or colleges and how to obtain financial aid . . .	5	5.0	50	49.5	12	11.9	26	25.7	8	7.9
Obtaining financial aid to go to school or college.	4	4.0	63	62.4	9	8.9	15	14.9	10	9.9
Recommending fields of work likely to have expanding employment opportunities.	6	6.0	48	48.0	15	15.0	23	23.0	8	8.0

Table 6.f.4.8

CAREER EDUCATION AND GUIDANCE NEEDS SURVEY - POST-TEST
STUDENT FEELING ABOUT PEOPLE WHO HAVE ASSISTED THEM IN CAREER PLANNING
CONTROL STUDENTS (N=70)

	Amount of Help Given							
	None Sought (0)		Quite A Lot (1)		Some (2)		Not At All (3)	
	N	%	N	%	N	%	N	%
1. School Counselor	9	13.0	15	21.7	39	56.5	6	8.7
2. School Teacher	11	15.7	16	22.9	35	50.0	8	11.4
3. Friends	9	12.9	11	15.7	44	62.9	6	8.6
4. Brothers/Sisters	17	24.3	12	17.1	28	40.0	13	18.6
5. Parents	1	1.5	34	50.7	27	40.3	5	7.5
6. Someone you Observed/ Interviewed	16	22.9	17	24.3	29	41.4	8	11.4
7. Clergy	37	52.9	4	5.7	13	18.6	16	22.9
8. Visitor to the Classroom	15	21.4	8	11.4	31	44.3	16	22.9

					Services Consulted and:					
	Services NOT Available		Services Available but NOT Consulted		Very Helpful		Helpful		NOT Helpful	
	N	%	N	%	N	%	N	%	N	%
Learning how my interests and abilities fit with different jobs or occupations.	5	7.1	26	37.1	7	10.0	22	31.4	10	14.3
Finding out where to train for the job or occupation I wanted	3	4.3	21	30.0	13	18.6	26	37.1	7	10.0
Placing me in a job or helping me to find employment	8	11.4	32	45.7	9	12.9	8	11.4	13	18.6
Finding out the schools or colleges I qualified for which suited my abilities and interests. .	7	10.0	25	35.7	9	12.9	23	32.9	6	8.6
Finding out about costs at different schools or colleges and how to obtain financial aid . . .	7	10.0	22	31.4	7	10.0	28	40.0	6	8.6
Obtaining financial aid to go to school or college.	6	8.6	32	45.7	5	7.1	20	28.6	7	10.0
Recommending fields of work likely to have expanding employment opportunities.	4	5.7	29	41.4	9	12.9	16	22.9	12	17.1

Table 6.f.4.9

MEAN DIFFERENCE RATINGS OVER TIME
GIVEN TO SPECIFIC CAREER GUIDANCE NEEDS INDICES

EBCE VS CONTROL: PRE/POST ANALYSES

Question	Respondent	EBCE*			CONTROL*		
		n	Mean	t-Test**	n	Mean	t-Test**
To understand my abilities, interests, and values.	Pre	136	1.17		92	1.06	
	Post	82	.97	2.44	58	1.04	.18
To know more about my strengths and weaknesses.	Pre	127	1.12		91	1.17	
	Post	83	.91	2.94	60	.97	2.12
To better understand my standardized test scores.	Pre	129	1.23		87	1.20	
	Post	76	1.03	1.92	58	1.13	.52
To learn how to make decisions and set educational goals.	Pre	128	1.13		87	1.14	
	Post	84	1.00	1.36	58	1.16	- .18
To know more high school graduation requirements.	Pre	113	.80		70	.68	
	Post	69	.72	.83	49	.60	.89
To select courses appropriate to my educational goals, interests, and abilities.	Pre	129	1.20		92	1.07	
	Post	85	1.00	2.03	59	1.05	.21
To know how the courses I am taking relate to my plans after high school.	Pre	129	1.16		89	1.13	
	Post	81	.93	2.65	59	1.04	.76
To know about financial aids for education after high school.	Pre	128	1.54		90	1.64	
	Post	78	1.70	2.76	57	1.26	2.31
To become more aware of educational alternatives after high school.	Pre	121	1.23		90	1.30	
	Post	85	.98	2.64	56	.99	2.66
To become more aware of career training offered in my high interest areas.	Pre	127	1.30		92	1.32	
	Post	88	1.11	2.03	57	1.33	- .09
To know how things that are important to me affect my career choice.	Pre	126	1.25		92	1.21	
	Post	84	1.13	1.30	56	1.17	.38
To know more about possible careers in the world of work.	Pre	132	1.31		93	1.22	
	Post	85	1.01	3.36	56	1.18	.32
To do an in-depth exploration of jobs which relate to my interests and abilities.	Pre	135	1.37		93	1.44	
	Post	85	.94	4.68	54	1.35	.63

Table 6.f.4.9 (cont'd)

MEAN DIFFERENCE RATINGS OVER TIME
GIVEN TO SPECIFIC CAREER GUIDANCE NEEDS INDICES

EBCE VS CONTROL: PRE/POST ANALYSES

Question	Respondent	EBCE*			CONTROL*		
		n	Mean	t-Test**	n	Mean	t-Test**
To have actual on-the-job experience, to know what it is like to be employed.	Pre	131	1.26		77	1.32	
	Post	83	1.00	2.48	54	1.26	.35
To develop a flexible career plan.	Pre	127	1.20		86	1.26	
	Post	83	1.15	.49	57	1.11	1.23
To know how to apply and interview for jobs.	Pre	129	.93		80	.98	
	Post	80	.84	1.10	57	.94	.31
To obtain part-time and/or summer work related to my career plan.	Pre	127	1.53		78	1.46	
	Post	80	1.30	1.63	54	1.43	.16
To communicate better with others, particularly adults.	Pre	127	1.11		91	1.00	
	Post	81	.94	1.71	53	.91	.85

* Scale:
- High Priority - Unmet Need = 2.00 - 3.00
- High Priority - Partially Met Need = 1.50 - 2.00
- Moderate Priority - Unmet Need = 1.25 - 1.50
- Moderate Priority - Partially Met Need = 1.00 - 1.25
- Low Need = .75 - 1.00

**Significant at the ±2.36 level.

skills, e.g., making decisions, setting goals, understanding one's career and training options, etc. (Table 6.f.4.9 provides these data.)

6(g) STAFF EMPLOYMENT AND UTILIZATION

Not applicable.

6(h) STAFF DEVELOPMENT

Not applicable.

6(i) CONCLUSIONS

The EMS evaluation team commends the EBCE State and local project staff for the level of effort expended and for the degree to which the tasks necessary for program objective attainment were successfully initiated and completed. Specifically, the EMS study team views the status of the program objectives in this way:

Primary Process Objective	Status
This project had as its major objective the implementation, evaluation, and diffusion of Experience-Based Career Education (EBCE). To accomplish this objective, three Illinois school districts of varying student enrollment sizes and demographic characteristics integrated the EBCE models and materials as developed by the Far West Educational Laboratory and Northwest Regional Education Laboratory into their secondary curricula. These three Illinois school districts are Decatur Schools District 61, Joliet Township High Schools District 204, and Sycamore High School District 427.	Fully implemented and satisfied: • Each of the three districts implemented an adaptation of the Far West and Northwest Educational models of EBCE suitable to their district and regional needs. Participation levels were appropriate within the contraints of budget and staff time allocations. • Both local and third-party evaluative efforts were realistic, appropriate, and sound; the wealth of data and concern evidenced by State and local EBCE staff for self-evaluation supports this contention. • Diffusion was a strong emphasis for year III. Project directors typically spent greater than one-third of their time in dissemination and training activities to other school districts. All three facets of the primary process objective were satisfactorily managed and operated.

Outcome Objectives

The anticipated learner outcomes were:

Affective:

EBCE students will demonstrate positive growth in the affective dimensions of self-reliance, independent learning, interacting with adults, realistic thinking, and ability to plan, as evidenced by: 1) a significant gain score across independent raters over that of a control group of matched ranked students on the behavioral self-observation scale; and 2) documented observational growth in the longitudinal case studies.

Career Development/Growth:

EBCE students will demonstrate positive growth on the career education/guidance needs continuum --

- -- Assessing Self.
- -- Making Decisions and Educational Plans.
- -- Making Post High School Plans.
- -- Developing Career Awareness.
- -- Planning Careers and Finding Jobs.

as evidenced by: 1) a significant mean gain score toward the upper end of the continuum over that of a control group of matched ranked students.

Status

Fully satisfied:

In the evaluator's best judgement, EBCE represents a viable and effective educational delivery model by which to affect attitudinal growth in the areas of self-reliance, ability to plan, interacting with adults, realistic thinking and independent learning. The evaluator has no doubt that EBCE positively affected growth in the career education/development domain. The curricula void which exists in this area is so significant it will justify any effort to infuse career education planning and study into the high school curriculum. EBCE, however, with its emphasis on experiential learning provides a realism and innovation which enhances programmatic impact. Most students (a majority) unequivocally obtain a "learning process" of inquiry, research, self-examination, outreach, and use of community resources which cannot be provided in a traditional classroom delivery system. Of great interest were the evaluative data which clearly supported the contention that EBCE interacts with and changes a student's level of career guidance needs and generally promotes the student upward

Outcome Objectives and Status (cont'd)

	Status
	on the career planning continuum.
	Non-participating students on the other hand evidenced stronger career guidance/planning needs at end of year compared to beginning of year assessment intervals. Furthermore the non-participating students reported strong needs at the elementary and basic levels on the career planning continuum, i.e., self-assessment, educational awareness.

The statements on the status of the process and learner objective were based on the specific evaluative conclusions provided in the following discussion. While statements are made specific to audience type, the supportive evidence on which the inference was drawn may have come from any of the respondent groups, students, parents, community resources, and staff or some combination thereof. As a general rule, the statements which follow are equally applicable to each of the project sites; where one or more of the sites is (are) to be exempted, a note to that effect is provided.

EBCE students characteristically disliked "school" more, and attended less frequently, than their counterparts as self-reported and perceived by "significant others" on a variety of pre-EBCE assessment forms. Specifically, EBCE students consistently reported voids in their previous educational program specific to career guidance, decision-making, career education, and career planning. Thus the data evidenced strong needs, on the part of students, to receive career-related instruction -- in part explaining the EBCE student attraction to participating in the program. In terms of satisfying EBCE student needs it appears that the three EBCE programs positively affected learner cognition and attitudes in the areas of career guidance, decision-making, and career planning. If anything, the data suggests that more time in EBCE either per day or earlier in the grade sequence would have benefited the student further. Thus, not only did the majority of students gain significantly from the program, most would experience additional developmental gains if permitted greater time in Experience/Based Career Education. These specific learner outcomes were credited to the students' participation in EBCE as opposed to the regular high school program:

- Better school attendance.
- Knowledge of the steps needed to prepare for and enter a job.
- Ability to pursue tasks in a self-directed, self-motivated way.
- Greater self-confidence.
- Greater career maturity and general career knowledge.
- Improved ability to make decisions and act on them to their logical extension.
- Ability to communicate with adults.
- Ability to realistically assess one's strengths/weaknesses and interests.

In addition, research evidence exists to conclude that EBCE students "liked" school better when they infused EBCE into their high school curricula and that, as a result of their participation, they have more positive attitudes toward themselves, work, adults, and the learning environment itself. The data indicate that EBCE was a likely factor in changing the students' postsecondary plans in favor of a more applicable or appropriate educational program, training site, or occupational/career preference.

To summarize the 1977-78 EBCE student experience, these comments suffice:

> In clear recognition of EBCE's unique program offerings, 100 percent of the students believed that EBCE provided them with the opportunity to explore a subject issue or career they would not have explored through the regular school curricula. Furthermore, EBCE students prior to participating in EBCE did not feel that their high school was preparing them to: 1) make decisions regarding their postsecondary plans; 2) make decisions based on a good understanding of their own abilities and interests; and 3) work as adults and mature career persons. EBCE was credited with all three outcomes.

As mentioned previously, each project site implemented an adaptation of a regional laboratory model which best suited its district and student needs. For example, Decatur and Joliet because of the administrative placement of the program attracted and were typically "seen" as vocationally student oriented. Sycamore's program operated outside of the vocational sub-system and advertised itself as serving the college-bound student. Joliet and Decatur Districts would benefit from stronger administrative commitment to the project. Based on the research findings, all three sites would benefit by emphasizing more student involvement in the

community. The process of establishing community resources and interacting on-site out in the community had the greatest impact on changing student attitudes toward and knowledge of themselves and the world of work.

Decatur needs to solve the problem of intra-program competition and thus eliminate penalizing schools for referring out of their system. Decatur evidenced the strongest community resource component with active participation from a wide range of industries and businesses. This resource system needs to be used to be maintained and hence should be systematically emphasized.

At all three sites, the resource developer needs to have greater involvement with project management and staff and student experience out in the community. All three sites need to identify and utilize guidance strategies which will help the misdirected or undirected student focus on reasonable and appropriate community experiences. This type of student wastes far too much time without the benefit of "experiencing" the world of work. All three districts should give some consideration to providing a pre-EBCE course which focuses upon self-understanding and the relationship of values to working.

These programmatic concerns emerged from the various data sources:

Community Resources - Three main suggestions relate to the use of community resources.

1) Initiate some preliminary group visits to community resources to show students what "representative" community learning experiences are like. This may dispel some fears of contacting adults and anxieties about how to manage themselves on-site. This practice may be essential for sophomore student participation.

2) Improve the monitoring process to ensure quality experiential activities for students. Students indicate that too often they are distantly observing or performing unrelated and inappropriate tasks as though they are unpaid laborers.

3) Community resources and learning coordinators should jointly plan appropriate experiential activities; too often staff are unfamiliar with the actual experiences received by students at the community resources.

Program Management - These areas need continued emphasis for sound programming and program infusion.

1) The program at each site still needs to be "sold" to the high school building in question. Having students present their EBCE studies/projects to the entire staff

and student audience has improved the staff understanding of EBCE and clearly stimulated student interest in EBCE.

2) Counselors should be the target of an intensive outreach program; they are the key to participation levels in most instances.

3) Critique each program component for its productivity, i.e., what level of effort goes into working the component compared to what the students receive?

4) Ensure that no program component duplicates other school experiences, e.g., tax preparation in business courses, etc.

5) As indicated previously, the most productive aspect of the program overall is the experiential working activities. The general, more cognitive, career education broadening activities seem less productive. Emphasize experiential activities for all students accommodating individual group learning (discussion) versus independent learning needs wherever possible.

6) Unless one condition of program participation is a predetermined career interest appropriate for study, each program needs to find ways to stimulate relevant career areas for exploration by students that would heighten student self-awareness of strengths and weaknesses.

Mention should be made that not enough evaluative time and consideration was given to the project goal of diffusion. While EMS monitored staff efforts in this area, the impact of staff efforts was not rigorously assessed. Within the constraints of time, staff should be commended for the number of school awareness seminars and teacher training activities that were provided. The impact is possibly known to State level staff and if not should be assessed via survey and evidenced by the resulting actual requests for additional training or State incentive monies.

In addition, project staff produced numerous newsletters and intra-district awareness and training classes. Again, their efforts are considered noteworthy.

Most important, however, was the staff commitment to EBCE. They are convinced, like this writer, that EBCE provides a more interesting and effective process to motivate students to take more responsibility for their actions, both currently and in directing their future, and to act confidently in analyzing and developing career plans by utilizing real world experiences with the mature working population as their personal resource.

Educational Management Services strongly believes that every school district should offer EBCE principles and concepts in a process or delivery mode suitable to district and student needs.

EMS wholeheartedly recommends continuing EBCE emphasizing the experiential dimension within its broader focus in all ways possible. EBCE should become an integral part of the high school curricula of every school district.

7. APPENDICES

The following appendices are provided for the reader's perusal.

Appendix A: Self Observation Scale

- Parent Form
- Student Form

Appendix B: Career Guidance Needs Index Survey

Appendix C: EBCE Student Follow-Up Form

Appendix D: EBCE Student Case Study Interview Form

Appendix E: Dropout/Early Leaver Interview Form

APPENDIX A

Self Observation Scale

- Parent Form
- Student Form

PARENT RATINGS: SPRING 1979 OBSERVATIONS

This survey is regarding your son/daughter: _____ No: _____ (1-3)

SCHOOL: _____ No: _____ (4) DATE: _____

DIRECTIONS TO THE PARENT: Please respond to each of the following statements indicating how applicable the statement is considering your son's or daughter's behavior. Please answer each item by circling your first response. DO NOT study each item at length; your first response will be more than satisfactory. All data will be kept strictly confidential; only group data will be used in project reports. Your most direct and honest responses will be appreciated. Please return in the self-addressed envelope provided. THANK YOU.

For Office Use Only		APPLIES TO SON/DAUGHTER				
		Never	Little of the Time	Some of the Time	Most of the Time	All of the Time
(5)	1. My son/daughter is level headed.	1	2	3	4	5
(6)	2. My son/daughter knows how to get information about things he/she wants to know about.	1	2	3	4	5
(7)	3. My son/daughter needs prodding to get things done.	1	2	3	4	5
(8)	4. My son/daughter manages his/her own time wisely.	1	2	3	4	5
(9)	5. My son/daughter feels at ease with adults he/she does not know.	1	2	3	4	5
(10)	6. My son/daughter talks to friends and parents about future goals.	1	2	3	4	5
(11)	7. My son/daughter believes everything his/her friends tell him/her.	1	2	3	4	5
(12)	8. My son/daughter sets deadlines for completing tasks.	1	2	3	4	5
(13)	9. My son/daughter prepares ahead of time.	1	2	3	4	5
(14)	10. My son/daughter is able to talk with adults who he/she doesn't know very well.	1	2	3	4	5
(15)	11. My son/daughter works on overcoming his/her own weaknesses.	1	2	3	4	5
(16)	12. My son/daughter is afraid to try new things.	1	2	3	4	5
(17)	13. My son/daughter accepts responsibility.	1	2	3	4	5
(18)	14. My son/daughter is organized.	1	2	3	4	5
(19)	15. Adults seem to enjoy my son's/daughter's company.	1	2	3	4	5
(20)	16. My son/daughter draws conclusions based on information from several sources.	1	2	3	4	5
(21)	17. My son/daughter is able to apply what he/she learned from one situation to another.	1	2	3	4	5
(22)	18. My son/daughter learns from his/her mistakes.	1	2	3	4	5
(23)	19. My son/daughter has specific plans for the next two years.	1	2	3	4	5
(24)	20. My son/daughter responds appropriately to requests made by adults.	1	2	3	4	5
(25)	21. My son/daughter gives up things to reach his/her goals.	1	2	3	4	5
(26)	22. My son/daughter tries to learn from other people.	1	2	3	4	5
(27)	23. My son/daughter makes excuses for his/her errors.	1	2	3	4	5
(28)	24. My son/daughter knows how to use his/her talents to his/her advantage.	1	2	3	4	5
(29)	25. My son/daughter thinks adults praise him/her for his/her friendliness.	1	2	3	4	5
(30)	26. My son/daughter sets reachable goals.	1	2	3	4	5

(Please Turn to Page Two)

For Office Use Only		APPLIES TO SON/DAUGHTER				
		Never	Little of the Time	Some of the Time	Most of the Time	All of the Time
(31)	27. My son/daughter looks for all sides to an issue.	1	2	3	4	5
(32)	28. My son/daughter accepts honest criticism and uses it positively.	1	2	3	4	5
(33)	29. My son/daughter thinks about good and bad results before taking action.	1	2	3	4	5
(34)	30. My son/daughter is open-minded.	1	2	3	4	5
(35)	31. My son/daughter initiates, as well as responds, when relating with adults.	1	2	3	4	5
(36)	32. My son/daughter tends to just get by.	1	2	3	4	5
(37)	33. My son/daughter searches out answers to questions.	1	2	3	4	5
(38)	34. My son/daughter can honestly share his/her opinions and thoughts with friends.	1	2	3	4	5
(39)	35. My son/daughter is easily influenced by others.	1	2	3	4	5
(40)	36. My son/daughter does things on his/her own.	1	2	3	4	5
(41)	37. My son/daughter knows when a job or task should have been done better.	1	2	3	4	5
(42)	38. My son/daughter can honestly share his/her opinions and thoughts with his/her family.	1	2	3	4	5
(43)	39. My son/daughter relies on others to make decisions for him/her.	1	2	3	4	5
(44)	40. My son/daughter puts things off 'til the last minute.	1	2	3	4	5
(45)	41. My son/daughter can honestly share his/her opinions and thoughts with teachers and adults in general.	1	2	3	4	5
(46)	42. My son/daughter is confident in his/her abilities.	1	2	3	4	5
(47)	43. My son/daughter completes tasks.	1	2	3	4	5
(48)	44. My son/daughter can make realistic career choices and decisions.	1	2	3	4	5
(49)	45. My son/daughter can select courses appropriate to his/her educational goals, interests, and abilities.	1	2	3	4	5
(50)	46. My son/daughter starts on his/her own.	1	2	3	4	5
(51)	47. Adults make my son/daughter nervous.	1	2	3	4	5
(52)	48. My son/daughter knows how the things that are important to him/her affect his/her career choice.	1	2	3	4	5
(53)	49. My son/daughter keeps his/her word.	1	2	3	4	5
(54)	50. My son/daughter knows the limits of his/her strengths and weaknesses.	1	2	3	4	5
(55)	51. My son/daughter feels that others control his/her activities.	1	2	3	4	5
(56)	52. My son/daughter considers adults he/she knows his/her friends.	1	2	3	4	5
(57)	53. My son/daughter understands how his/her abilities, interests, and values will affect his/her life style.	1	2	3	4	5
(58)	54. My son/daughter can figure out how to get where he/she wants to be.	1	2	3	4	5

(Please Turn to Page Three)

For Office Use Only		APPLIES TO SON/DAUGHTER				
		Never	Little of the Time	Some of the Time	Most of the Time	All of the Time
(59)	55. My son/daughter uses things other than his/her own talents to complete tasks.	1	2	3	4	5
(60)	56. My son/daughter feels that he/she is in control of where he/she ends up.	1	2	3	4	5
(61)	57. My son/daughter trusts his/her decisions.	1	2	3	4	5
(62)	58. My son/daughter enjoys learning new things.	1	2	3	4	5
(63)	59. My son/daughter is aware of the educational alternatives in his/her high interest areas.	1	2	3	4	5
(64)	60. My son/daughter knows how to improve him/her self.	1	2	3	4	5
(65)	61. My son/daughter takes advice from adults as well as his/her friends.	1	2	3	4	5
(66)	62. My son/daughter understands why he/she is required to behave a certain way in the community and society.	1	2	3	4	5
(67)	63. My son/daughter can be creative in finding solutions to problems.	1	2	3	4	5
(68)	64. My son/daughter is aware of career training opportunities offered in his/her high interest areas.	1	2	3	4	5
(69)	65. My son/daughter has a high degree of self confidence.	1	2	3	4	5
(70)	66. My son/daughter enjoys and appreciates people who think differently than he/she does.	1	2	3	4	5

THANK YOU

STUDENT SELF-OBSERVATION SCALE

NAME: _____ No: ____ (1-3) SCHOOL: _____ No: ____ (4)

GRADE: _____ DATE: _____

DIRECTIONS TO THE STUDENT: Please respond to each of the following statements indicating how applicable the statement is considering your own behavior. Please answer each item by circling your first response. DO NOT study each item at length; your first response will be more than satisfactory. All data will be kept strictly confidential; only group data will be used in project reports. Your most direct and honest responses will be appreciated. THANK YOU!

For Office Use Only		Applies to me: Never	Little of the Time	Some of the Time	Most of the Time	All of the Time
(5)	1. I am level headed.	1	2	3	4	5
(6)	2. I know how to get information about things I want to know about.	1	2	3	4	5
(7)	3. I need prodding to get things done.	1	2	3	4	5
(8)	4. I manage my own time wisely.	1	2	3	4	5
(9)	5. I feel at ease with adults I do not know.	1	2	3	4	5
(10)	6. I talk to friends and parents about future goals.	1	2	3	4	5
(11)	7. I believe everything my friends tell me.	1	2	3	4	5
(12)	8. I set deadlines for completing tasks.	1	2	3	4	5
(13)	9. I prepare ahead of time.	1	2	3	4	5
(14)	10. I am able to talk with adults who I don't know very well.	1	2	3	4	5
(15)	11. I work on overcoming my own weaknesses.	1	2	3	4	5
(16)	12. I am afraid to try new things.	1	2	3	4	5
(17)	13. I accept responsibility.	1	2	3	4	5
(18)	14. I am organized.	1	2	3	4	5
(19)	15. Adults seem to enjoy my company.	1	2	3	4	5
(20)	16. I draw conclusions based on information from several sources.	1	2	3	4	5
(21)	17. I am able to apply what I learned from one situation to another.	1	2	3	4	5
(22)	18. I learn from my mistakes.	1	2	3	4	5
(23)	19. I have specific plans for the next two years.	1	2	3	4	5
(24)	20. I respond appropriately to requests made by adults.	1	2	3	4	5
(25)	21. I give up things to reach my goals.	1	2	3	4	5
(26)	22. I try to learn from other people.	1	2	3	4	5
(27)	23. I make excuses for my errors.	1	2	3	4	5
(28)	24. I know how to use my talents to my advantage.	1	2	3	4	5
(29)	25. I think adults praise me for my friendliness.	1	2	3	4	5
(30)	26. I set reachable goals.	1	2	3	4	5
(31)	27. I look for all sides to an issue.	1	2	3	4	5
(32)	28. I accept honest criticism and use it positively.	1	2	3	4	5
(33)	29. I think about good and bad results before taking action.	1	2	3	4	5
(34)	30. I am open-minded.	1	2	3	4	5
(35)	31. I initiate, as well as respond, when relating with adults.	1	2	3	4	5
(36)	32. I tend to just get by.	1	2	3	4	5

(Please Turn to Page Two)

For Office Use Only			Applies to me: Never	Little of the Time	Some of the Time	Most of the Time	All of the Time
(37)	33.	I search out answers to questions.	1	2	3	4	5
(38)	34.	I can honestly share my opinions and thoughts with friends.	1	2	3	4	5
(39)	35.	I am easily influenced by others.	1	2	3	4	5
(40)	36.	I do things on my own.	1	2	3	4	5
(41)	37.	I know when a job or task should have been done better.	1	2	3	4	5
(42)	38.	I can honestly share my opinions and thoughts with my family.	1	2	3	4	5
(43)	39.	I rely on others to make decisions for me.	1	2	3	4	5
(44)	40.	I put things off 'til the last minute.	1	2	3	4	5
(45)	41.	I can honestly share my opinions and thoughts with teachers and adults in general.	1	2	3	4	5
(46)	42.	I am confident in my abilities.	1	2	3	4	5
(47)	43.	I complete tasks.	1	2	3	4	5
(48)	44.	I can make realistic career choices and decisions.	1	2	3	4	5
(49)	45.	I can select courses appropriate to my educational goals, interests, and abilities.	1	2	3	4	5
(50)	46.	I start on my own.	1	2	3	4	5
(51)	47.	Adults make me nervous.	1	2	3	4	5
(52)	48.	I know how the things that are important to me affect my career choice.	1	2	3	4	5
(53)	49.	I keep my word.	1	2	3	4	5
(54)	50.	I know the limits of my strengths and weaknesses.	1	2	3	4	5
(55)	51.	I feel that others control my activities.	1	2	3	4	5
(56)	52.	I consider adults I know my friends.	1	2	3	4	5
(57)	53.	I understand how my abilities, interests, and values will affect my life style.	1	2	3	4	5
(58)	54.	I can figure out how to get where I want to be.	1	2	3	4	5
(59)	55.	I use things other than my own talents to complete tasks.	1	2	3	4	5
(60)	56.	I feel that I am in control of where I end up.	1	2	3	4	5
(61)	57.	I trust my decisions.	1	2	3	4	5
(62)	58.	I enjoy learning new things.	1	2	3	4	5
(63)	59.	I am aware of the educational alternatives in my high interest areas.	1	2	3	4	5
(64)	60.	I know how to improve myself.	1	2	3	4	5
(65)	61.	I take advice from adults as well as my friends.	1	2	3	4	5
(66)	62.	I understand why I am required to behave a certain way in the community and society.	1	2	3	4	5
(67)	63.	I can be creative in finding solutions to problems.	1	2	3	4	5
(68)	64.	I am aware of career training opportunities offered in my high interest areas.	1	2	3	4	5
(69)	65.	I have a high degree of self-confidence.	1	2	3	4	5
(70)	66.	I enjoy and appreciate people who think differently than I do.	1	2	3	4	5

THANK YOU

APPENDIX B

Career Guidance Needs Index Survey

CAREER EDUCATION AND GUIDANCE NEEDS

STUDENT PERCEPTIONS OF NEED AREAS

(Spring or Post-Assessment: EBCE)

Name: _____ Grade: 10, 11, 17 (Circle One Grade) (1-2)

Date: _____ School: _____ No: _____ (3)

PART I: CAREER PLANNING ASSISTANCE

A. STUDENT FEELING ABOUT PEOPLE WHO HAVE HELPED YOU IN CAREER PLANNING.

Based on your experiences during the last year, indicate how much the people who are listed below have helped you in career or occupation planning. *(Check one column for each person(s) listed)*

Career Planning Help means assistance, such as future career choices, selection of job clusters, career requirements, career opportunities, etc.

For Office Use Only

		Amount of Help Given			
	(Check (✓) one)	Quite a Lot (1)	Some (2)	Not At All (3)	None Sought (0)
(4)	1. School counselor(s)				
(5)	2. School teacher(s)				
(6)	3. Friends				
(7)	4. Brothers or Sisters				
(8)	5. Parents				
(9)	6. Someone you observed/ interviewed in an occupation				
(10)	7. EBCE Coordinators				
(11)	8. A visitor to your classroom who spoke about his/her job				

B. How helpful was the EBCE program in each of the following areas? *(Circle one number on each line)*

	Services NOT available	Services available but NOT consulted	SERVICES CONSULTED AND... Very helpful	Helpful	NOT helpful
(12) Learning how my interests and abilities fit with different jobs or occupations	1	2	3	4	5
(13) Finding out where to train for the job or occupation I wanted	1	2	3	4	5
(14) Placing me in a job or helping me to find employment	1	2	3	4	5
(15) Finding out the schools or colleges I qualified for which suited my abilities and interests	1	2	3	4	5
(16) Finding out about costs at different schools or colleges and how to obtain financial aid	1	2	3	4	5
(17) Obtaining financial aid to go to school or college	1	2	3	4	5
(18) Recommending fields of work likely to have expanding employment opportunities	1	2	3	4	5

(Please Turn to Page Two)

PART II. CAREER GUIDANCE NEEDS.

Please respond to each item by indicating how important the need is to you, and second, how well that need is being met, NOT JUST BY COUNSELORS but by any SCHOOL STAFF. Respond, based on your recent experiences with school staff for this and the last school year.

In the columns on the left, circle the number which best describes how important the need is to you.

In the columns on the right, circle the number which best describes how well that need is being met. Mark a response in both the left and right column for each of the needs listed unless you have selected the category of "no need". If you select "no need" in the column on the left, make no response over in the right hand column.

For Office Use Only	Strong Need	Moderate Need	Weak Need	No Need	I NEED:	Need Being Met	Need Partially Being Met	Need Not Being Met
(19-20)	3	2	1	0	To understand my abilities, interests, and values.	3	2	1
(21-22)	3	2	1	0	To know more about my strengths and weaknesses.	3	2	1
(23-24)	3	2	1	0	To better understand my standardized test scores.	3	2	1
(25-26)	3	2	1	0	To learn how to make decisions and set educational goals.	3	2	1
(27-28)	3	2	1	0	To know more about high school graduation requirements.	3	2	1
(29-30)	3	2	1	0	To select courses appropriate to my educational goals, interests, and abilities.	3	2	1
(31-32)	3	2	1	0	To know how the courses I am taking relate to my plans after high school.	3	2	1
(33-34)	3	2	1	0	To know about financial aids for education after high school.	3	2	1
(35-36)	3	2	1	0	To become more aware of educational alternatives after high school.	3	2	1
(37-38)	3	2	1	0	To become aware of career training offered in my high interest areas.	3	2	1
(39-40)	3	2	1	0	To know how the things that are important to me affect my career choice.	3	2	1
(41-42)	3	2	1	0	To know more about possible careers and the world of work.	3	2	1
(43-44)	3	2	1	0	To do an in-depth exploration of jobs which relate to my interests and abilities.	3	2	1
(45-46)	3	2	1	0	To have actual on-the-job experience to know what it is like to be employed.	3	2	1
(47-48)	3	2	1	0	To develop a flexible career plan.	3	2	1
(49-50)	3	2	1	0	To know how to apply and interview for jobs.	3	2	1
(51-52)	3	2	1	0	To obtain part-time and/or summer work related to my career selection.	3	2	1
(53-54)	3	2	1	0	To communicate better with others, particularly adults.	3	2	1

THANK YOU

APPENDIX C

EBCE Student Follow-Up Form

ILLINOIS EXPERIENCE-BASED CAREER EDUCATION
A FOLLOW-UP SURVEY OF 1977 AND 1978 EBCE GRADUATES

NAME: _____ SCHOOL #: _____
Card #1 (1-2)

CURRENT ADDRESS: _____
(Street) (City) (Zip Code)

For Office Use Only

(Please take a few moments to complete this questionnaire. Your responses will be greatly appreciated. If you wish to provide written comment, please use the back of last page. Return in the self-addressed envelope provided. THANK YOU!

1. What are you doing this Fall? *(Please circle only one number)*

(3)
Going to school, but not working..... 1
Mostly going to school, but working part-time..... 2
Mostly working, but going to school part-time..... 3
Working, not going to school..... 4
Other activities (instead of going to school or working)..... 5

2. In what kind of educational program are you enrolled in this Fall? *(Please circle only one number)*

(4)
None..... 1
Apprenticeship or on-the-job training..... 2
Vocational, technical or business school..... 3
Technical or vocational courses at a junior college or community college..... 4
Academic courses at a junior or community college..... 5
Four-year college or university..... 6
Other educational program..... 7
Don't know..... 8

3. Please rate how much assistance you were given in high school in the area of career education and planning from each of the following type of staff:

		HOW MUCH ASSISTANCE DID YOU RECEIVE?			
		None	Somewhat	A Lot	Quite A Lot
(5)	High School Teachers/Principal	1	2	3	4
(6)	High School Counselor	1	2	3	4
(7)	EBCE Learning Coordinators/Staff	1	2	3	4
(8)	EBCE Community Resources	1	2	3	4

4. Following are some questions about you high school program, please circle the number which best corresponds to your true feeling on each item.

		Strongly Disagree	Disagree	Agree	Strongly Agree
(9)	Participating in EBCE was more enjoyable than participating in the regular school program	1	2	3	4
(10)	EBCE motivated me to further my education after high school	1	2	3	4
(11)	I am more comfortable contacting adults to gain information I need as result of being in EBCE	1	2	3	4
(12)	If I were in high school now, I would enroll in EBCE again	1	2	3	4
(13)	As a result of participating in EBCE, I manage my time and am better able to plan for the immediate and long-range future	1	2	3	4
(14)	I am better able to make decisions and plan for myself as result of participating in EBCE	1	2	3	4

(Please Turn to Page Two)

5. Of the following potential high school resources, which of these provided you assistance in the self-growth areas listed below:

[In the column on the left, circle the number which best describes how important the area was to you in high school. In the column on the right, rank two resources for each item giving the resource who helped you the most the numeral "1" for that item, and the resource who helped you the next most on that item a "2". Rank only two resources per item. If only one resource gave you assistance, rank just that one. If no one gave you any assistance check (✓) the last column]

For Office Use Only	In high school, I considered this area: Un-Important	Somewhat Important	Very Important	Self-Growth Areas:	Who helped you? Community Resources	Counselors	EBCE Staff	Friends	Paid Employment	Parents	Regular Teachers	Other	No Assistance Rec'd from any Resource
	EXAMPLE:												
	1	2	(3)	Knowing more about me.	1			2					
	1	(2)	3	Finding out job related requirements.						2	1		
	1	2	(3)	Arranging financial assistance.									✓
	START HERE TO COMPLETE LEFT AND RIGHT COLUMNS FOR EACH ITEM												
(15-24)	1	2	3	Understanding my abilities, interests, and values.									
(25-34)	1	2	3	Knowing more about my strengths and weaknesses.									
(35-44)	1	2	3	Better understanding my standardized test scores.									
(45-54)	1	2	3	Learning how to make decisions and set educational goals.									
(55-64)	1	2	3	Knowing more about high school graduation requirements.									
(65-74)	1	2	3	Selecting courses appropriate to my educational goals, interests, and abilities.									
Card #2 (1-10)	1	2	3	Knowing how the courses I am taking relate to my plans after high school.									
(11-20)	1	2	3	Knowing about financial aids for education after high school.									
(21-30)	1	2	3	Becoming more aware of educational opportunities after high school.									
(31-40)	1	2	3	Becoming aware of career training offered in my high interest areas.									
(41-50)	1	2	3	Knowing more about possible careers and the world of work.									
(51-60)	1	2	3	Doing an in-depth exploration of jobs which relate to my interests and abilities.									
(61-70)	1	2	3	Having actual on-the-job experience to know what it is like to be employed.									
Card #3 (1-10)	1	2	3	Developing a flexible career plan.									
(11-20)	1	2	3	Knowing how to apply and interview for jobs.									
(21-30)	1	2	3	Obtaining part-time and/or summer work related to my career selection.									
(31-40)	1	2	3	Improving my ability to communicate with adults.									

THANK YOU!

APPENDIX D

EBCE Student Case Study Interview Form

EBCE STUDENT CASE STUDIES
1978-79

(EBCE = Experience-Based Career Education)

Hi! My name is_____

INTRODUCTION

I'm calling for _____ High School. The EBCE staff there, along with other teachers, would appreciate it if you would take just a few minutes of your time to answer some questions. Your answers will help us better plan for this year's program and will generally improve high school experiences for students. Specifically, we want to talk to you a couple of times throughout the school year to see if your attitudes toward EBCE and school change. Will that be okay - if we call you once or twice more throughout this school year?

Yes____ No____

Do you have a few minutes now?

Yes____ No____

When could I call back?_____

1. Did you participate in EBCE last year (1977-78)?

   Yes_____ No_____

2. Why did you want to participate in EBCE?

   What did you expect to gain?

3. Is the EBCE program satisfying your expectations?

   Yes_____ No_____

   Why or why not?

4. Are you working while you are in high school?

   Yes_____ No_____ How many hours per week?_____

5. What area are you studying in EBCE?

   _____

6. Are you preparing for a specific career?

   Yes_____ No_____

7. Do you plan to study other career areas in EBCE?

   Yes_____ No_____

   What are they? _____

8. What are you learning in EBCE that you would not be learning in the regular high school?

9. What did you have to give up (courses) to participate in EBCE?

10. In your opinion, will your reading and writing skills benefit or get harmed by participating in EBCE? Please explain:

11. Does it make sense to take EBCE for two years rather than one year?

    Yes_____ No_____

    Why or why not?

12. Who of all the staff in _____ High School helped you to think about your career goals and needs besides EBCE staff? (General high school counselors, a particular teacher, etc.)

13. Thinking of all the people you know and your whole range of school experiences, what has had the greatest effect on the type of careers you are interested in?

14. Do you have any suggestions on how high school in general can better prepare you for what comes after high school?

15. Do you consider yourself an above average, average, or below average student?

AA_____ A_____ BA_____

16. What type of career information would help you the most at this time?

_____

17. What do you see as your greatest strengths?

_____

_____

_____

18. What do you see as your greatest weaknesses?

_____

_____

_____

19. Any other concerns?

Thank you so very much. Your time has been appreciated!

APPENDIX E

Dropout/Early Leaver Interview Form

EBCE DROPOUTS
INTERVIEW FORMS

INTRODUCTION:

I'm calling from Sycamore High School. The EBCE staff there, along with other teachers, would appreciate it if you would take just a few minutes of your time to answer some questions. Your answers will help us better plan for this year's program and will generally improve high school experiences for students. We understand that you enrolled in EBCE and then decided to leave EBCE for other classes. Can we ask you some questions about your experiences?

Yes_____ No_____

1. Why did you want to participate in EBCE in the beginning?

2. What did you have to give up (courses) to participate in EBCE?

3. Why did you decide to leave EBCE? (Probe)

4. In your opinion, did your reading and writing skills benefit or get harmed by participating in EBCE? Please explain.

5. What courses did you enroll in after leaving EBCE?

6. Did you like your high school experiences in general this year?

7. How do you feel about your decision now - do you ever wish you would have stayed with EBCE - why or why not?

8. What specific activities did you like or dislike in EBCE? (Research, planning, community resources, etc.)

9. What are you doing now?

_____ High School Student

_____ 4-year College

_____ 2-year College

_____ Technical/Vocational School

_____ Other - please identify: _____

10. Are you working?

Yes_____ No_____

Full-time or part-time?_____

11. Did your EBCE experiences affect your decision to do what you are currently doing?

Yes_____ No_____

How?

12. Are you preparing for a specific career?

Yes_____ No_____

If "Yes", did you study or explore this area while in EBCE?

Yes_____ No_____

If "No", what careers did you study in EBCE?

How do you feel about those careers now?

Not interested at all_____

Still thinking about it_____

Other: _____

13. Who of all the staff you remember in Sycamore High School helped you to think about your career goals and needs? (EBCE staff, general high school counselors, a particular teacher, etc.)

14. Thinking of all the people you know and your whole range of school experiences, what has had the greatest effect on what you are doing now?

15. Do you have any suggestions on how high school in general can better prepare you for what comes after high school?

16. Any other comments: